EDUCATIONAL CONTENT

and

The AMERICAN REALITY:

An Inquiry into

Secondary Education For

Americans Living in Europe

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CHAPTER ONE

INTRODUCTION

INTRODUCTION

> And whereas it is generally true that people will be happiest whose laws are best, and are best administered, and that laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance...[1]

Since Thomas Jefferson set forth this definition of the relationship between education and democracy, the wise formation and effective administration of laws has become more difficult. The expedient demands upon education have been expanded. Therefore, Americans should inquire into their educational resources. This essay is an inquiry into secondary education for American youths living in Europe.

Today, education is the subject of many studies. The results are often conflicting. In large part, these conflicts do not stem from differing facts. They arise from opposing attitudes towards education and the role

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[1] Thomas Jefferson, Bill for the More General Diffusion of Knowledge. Quoted by: A. Whitney Griswold, Liberal Education and the Democratic Ideal, Yale University Press, New Haven, 1959, p. 5.

it should play relative to the student and the society. One's point of view on education is the lens through which all facts concerning it are chosen and valued.

PERSPECTIVE ON EDUCATION

> Perspective is one of the component parts of reality. Far from being a disturbance of its fabric, it is its organizing element. A reality which remained the same from whatever point of view it was observed would be a ridiculous conception.[2]

Education is the process in which Man develops his comprehension of the human state. This definition is ambiguous unless clarified by an exposition of the point of view on the meaning of Man, comprehension and the human state.

What facets of the nature of Man are important? Man is a progressive, choosing being. Man has an inborn drive to overcome the limitations on his existence which are apparent to him. His existence requires him to aspire to be ascendant in respect to the movement of time. This is the progressive facet of Man: he is always in a process of becoming.

Man is a choosing being. It is a requirement

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[2] Jose Ortega y Gasset, The Modern Theme, translated by James Clough, The C. W. Daniel Co., London, 1931, p.90.

of his existence that he can satisfy his drive to overcome his limitations only by making choices. Man can act only on the condition that he has consciously or subconsciously chosen to do so. In the process of becoming there are many alternatives; and from these Man must choose to become something.

With the existence of Man characterized as a process of becoming something by choice, we can inquire what is meant by comprehension and the human state. Man has an essential method of making choices - the use of comprehension. Comprehension is the power to perceive the need or wish to make a choice and the cause and effect relationships concerning the limitation to which the choice pertains. By means of comprehension men can more efficaciously make choices. What is it men comprehend?

They comprehend the human state, i.e. The assets and limitations on their existence and the possible interrelationships of these. The human state is a highly complex situation. It is individualized, for each man has his own particular assets and limitations. But the human state is also collectivized, beginning with the child's dependence on its parents and developing into the highly complex system of interdependencies characteristic of modern society.

Therefore, education is a process in which

men develop understanding of their individual and collective limitations and assets so that they can make the choices that minimize the limitations of and maximize the assets of their existence. The development of comprehension is itself a result of progressive choice through which men hope to diagnose more effectively their shortcomings and the choices relative to these failings.

School Education

An abstract point of view on education is not sufficient, however. Education is more than an abstraction. It is part of the human state. It is practiced throughout the lives of every individual. Here, we are concerned with the educational experience that takes place in organized schools for youths from the ages of thirteen to eighteen.

What is the process that occurs in a school which developes the pupil's understanding of the human condition? The answer goes beyond educational methodology. School education rests on form (the methodology used) and content (the abstraction of the human state which the school presents to the student through methodology and tries to have the student comprehend).

The importance of educational methodology is recognized because it is a subject fit for scientific scholarship. The rise of the psychology of learning and

and child psychology has driven educational methodology to firm and often controversial ground. But there are many facts showing that methods are very important and relevent to the effectiveness of education.

The importance of educational content is not blessed with such a firm, scientific sponsor. For the purpose of controlled tests, the results of educational content are always obscured, for they accrue over lifetimes and are clouded by myriads of other influences which play upon individuals.

The central role of educational content follows from the part exposure plays in the development of comprehension. Without exposure to the human state, by first hand experience or through abstractions, the individual is unable to develop comprehension, for he is unable to comprehend something of which he is unaware. Valid and relevent content, consisting of sound and pertinent abstraction of the human condition confronting the pupil, gives the student the potential of an effective school education, which is then to be translated into reality by proper educational methodology. On this idea the fundamental premise concerning school education is based. It derives its value in any temporal period from the validity and relevancy of its content in respect to the issues of the human state confronting the individual and collective human existence of the pupil.

The Basic Questions of This Essay

Since school education receives its value from the validity and relevancy of its content in respect to the issues of the human condition confronting the pupils, what is the significance of secondary education for Americans living in Europe? It is to this question that the further questions of this essay refer. It is hoped that these subsidiary questions and the attempt to answer them will lead to an outline of the answer to the fundamental question posed above.

The first subsidiary question is: What are the primary issues facing the individual and collective existence of today's pupils? It is through one's judgment of the nature of these issues that one can evaluate the content of the school systems under consideration.

What is the particular potential, relative to these issues, of secondary education for Americans living in Europe? The answer to this question states both the ideal content of this education and some of the general problems inhibiting the transmission of it.

The main body of this essay concerns the performance of the various systems of education for these Americans. The USAREUR Dependents' Schools Program, American-type, high tuition, private schools and "internation" private schools are examined. In each case

the extent to which it is used by American students and the nature of the education offered will be outlined. The degree to which this education meets the issues felt relevant to educational content for Americans will be analyzed. Special emphasis will be given to the level of performance with regard to the particular potential of educational content for Americans living in Europe. In each case possible directions for improvement of content will be examined.

Lastly we shall ask: What is the basis, if any, for optomism concerning the development of a vital role for the education of Americans in Europe in the ensuing American reality? This question returns to the first with a re-examination of the primary issues in the light of the later analysis.

ISSUES CONFRONTING THE AMERICAN EXISTENCE

> People who are under the obligation, by reason of their eminent intellectual qualities, of assuming responsibility for the conduct of our age, have no excuse for living, like the masses, on a derivative level, harnessed to the superficial caprices of every moment, without attempting to find some disciplined and comprehensive orientation toward the courses of history.[3]

[3] Ibid., p. 21

> Every man, woman, and child that is alive today is living in a world in which mankind is now faced with the extreme choice between learning to live together as one family and committing genocide on a planetary scale.[4]

The curve representing knowledge and the power derived from it appears to be developing an ever steepening slope. In the past few decades we have discovered new potentialities for human essence. We have created a world in which all peoples are thrust into a close intimacy. To some of these peoples we have given the power to destroy most all in a minute historical instant. To others we have given the vision that they are paupers while opulance cavorts before them. Many people hate or fear others. We are confronted by issues of seminal, and perhaps terminal, nature.

We of the United States have been born into the responsibility for meeting many of these issues. If those who are today attempting to choose answers to these problems cannot rise to the task, we must rely on those who will try tomorrow. For this reason, today's educators are saddled with a great demand. They must develop

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[4] Arnold J. Toynbee, "Conclusion," Education in the Perspective of History, Edward D. Myers, Harper and Brothers, New York, 1960, p. 278.

the comprehension necessary to cope effectively with the difficult issues contained in the human state of their pupils.

School education deals in groups; and, while schools can adapt their content to the individual pupil to an extent, they must start with the general content to be faced by all. What are the general issues that should be abstracted into educational content for the pupil's comprehension? These fall into two categories. The first involves the individual finding a place within the society. The second consists of the maintenance and development of the societies upon which the individual is dependent.

Issues Facing The Individual

The most obvious factor confronting the pupil's assumption of a place in the society is the development of a marketable skill. Most Americans are dependent on labor for their living. The skills which are valid and relevant to the market are becoming more complex and difficult for an individual to comprehend.[5]

[5] Historically this generalization can be inferred from the general shift from blue collar to white collar labor and the rapid rise that has occurred in the proportion of American youth receiving secondary education. Several factors in our current situation indicate that the shift will continue, probably at a more rapid pace. Demand for employment appears to be very slack on the lower skill levels, indicated by the existence of depressed areas of long-term unemployment in the large manufacturing centers. At the same time there is a very strong demand for teachers on all levels and for technologists in engineering, science and management. The development of "Automation" is expected to intensify this situation, for it will abolish some jobs, but also will create others needing higher levels of skill. See: W. S. Buckingham, Jr., "Automation, Employment and Economic Stability," Automation and Society, H. B. Jacobson and J. S. Roucek, eds. Philosophical Library, New York, 1959; and Statistical Abstract of the United States.

Secondary education deals mainly in the development of general skills that serve as the foundation of the final marketable skills of the pupil. If these are to serve as a firm foundation they must rise in accordance with the rising level of marketable skills.

The development of a specialized skill is only one facet of the problem of finding a place in the society. The second part is the alienation prevalent in the human state of today.

Alienation is a complex problem.[6] The individual lives in a highly specialized society that is in a constant state of change. It becomes difficult to understand and to communicate with fellow men; and the constant flux makes difficult the holding of a positive set of values or making a self-motivated series of actions.

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[6] Alienation is a concept that has arisen with modern society and has evolved along with it. Its meaning was at first limited to economics: The alienation of the worker from his product. Since then it has become clear that the results of alienation playing upon individuals owe themselves to much more than the separation of the worker from the results of his labor. It has come to be considered from many points of view and under many headings. One of the best statements on alienation is by Albert Schweitzer, The Philosophy of Civilization, C. T. Campion, trans., The MacMillan Co., New York, 1960, pp. 9-20. Jose Ortega y Gasset intimates another clear idea of alienation in What is Philosophy?, Mildred Adams, trans., W. W. Norton and Co., New York, 1960 and The Revolt of the Masses, anonymous translation, W. W. Norton and Co., New York, 1932. A third discussion of alienation can be found running through The Future of Mankind, Karl Jaspers, E. B. Ashdon, trans., The University of Chicago Press, Chicago, 1961. Briefly, the arguments of these three philosophers are that thinking about life has been divorced from the process of living by the tempo of our age, the stress on abstract thought and the rise of dogmatic, mass ideologies and attitudes.

The more effectively a dynamic society is produced by individual specialization, the more incomprehensible the whole becomes to the individual.

There is in current American debate on education the idea that we are expecting too much from schools. Besides demanding that the schools give pupils a skill training, basic and specialized, while keeping up with the higher level of sophistication required, parents now expect the schools to develop the social and value comprehension of their children. This demand is largely the result of alienation.

The complexity and specialization of our social relationships and values has gone beyond the capacity of home and church education. The understanding of one's social class, The Constitution and The Bible no longer meet the needs for social and value comprehension of the individual. In large part the intellectualized ideals of Justice, Liberty, Equality and Free Enterprise have been so far estranged from the realities of our age and the process of living that they no longer serve as conceptual bonds between the individual and the outside world.

We cannot turn back from the complexities of our age. Education must seek to alleviate alienation. To do so it must seek to increase the pupil's comprehen-

sion of the means of communication between specialized individuals, and the sensitivity necessary to direct one's life on the basis of the relationship between one's self and the outside world rather than on the basis of the absolute ideal or the absolute self.

The priority for this facet of educational content is high, for our society is democratic and self-directing. As alienation intensifies, so may the breakdown of social direction. Our society is facing challenges that make the breakdown of social direction an ill-advised luxury.

Issues Facing the Society

Of the issues facing the American society, let us look first at social stagnation. This concept does not mean that change will cease. On the contrary, it w would continue. It is an issue closely tied to alienation. It is meaningless change.[7]

For the direction of effort the American society has depended primarily upon the free market with its iniquities. When cumulative economic growth proved technically possible the age long problem of material want became the issue through which Man could be saved.

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[7] This argument rests heavily on the lectures of Eric Goldman, History 307; Modern America, Princeton University, 1960; Robert L. Heilbroner, the Futhre as History, Harper and Brothers, New York, 1959; and Kenneth Galbraith, The Affluent Society, Houghton Mifflin Co., Boston, 1958.

The philosophies of the "Greatest Happiness of the Greatest Number," "Laissez Faire Social Darwinism" and "Welfare State Social Darwinism" became the competing vehicles for future salvation. All of these relied on the judgment that scarcity of material needs was the greatest evil besetting man. Each focused their evangelical efforts on the free market or its iniquities. Each, in its turn, worked quite well, for the free market is now dominated by abundance and its iniquities have been smoothed over by the organization of interests under government sponsorship.

The direction of our society no longer emanates from the unseen hand; nor is it indicated by the progress of the GNP or the ratios of its distribution. American society no longer needs salvation from want for this has been accomplished. The drive towards socially relevant action can come only from the sensitivity of the American populace. It can be indicated only by the quality of the lives led by Americans as human beings, not as functions in the production and consumption of wealth.

If we are to maintain our social direction, the educational system must sharpen the social sensitivity of American youths. We come back to the demand on educational content posed by alienation. Education should try to advance the pupil's understanding of the means of communication and of the perceptivity needed to

guide one's existence on the basis of the relationship between the individual and the rest of society, not only the economic relationships, but also the cultural, ethical and intellectual relationships.

The second great issue confronting the American society is the problem of foreign relations. The development of modern communications has brought all societies into close contact. The rise of ideological dogmatism and mass propaganda techniques permeates these close contacts with the threat of war. The discovery of scientific weapons, especially fission and fusion weapons, infuses the threat of war with potential finality.

The ability to wage war has always posed to men the question of either reasonably composing differences or accepting the consequences of war. Today's situation is one in which the consequences are greatly intensified and the differences, deriving from subservience to contradictory intellectual ideals, are not easy subjects of reasonable discussion.

The way out of the dilemma, as Karl Jaspers points out,[8] is the development of an eminently reasonable mankind. By reasonable one means a mankind aware of

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[8] Jaspers, op. cit., The Future of Mankind is a discussion of how Man can escape from the dilemma he is in today, namely: threatened by extinction by war or totalitarianism.

and concerned with life as the relationship between the self and the outside world rather than life as dominated by either the Ideal or the Self. Thus the issue of foreign relations is also parallel to alienation and social stagnation. To education it also creates the necessity to develop comprehension of communication and sensitivity on a world scale, the scale dictated by modern communication techniques.

Implications for Secondary Education

Certain criteria for educational content have been established. Roughly, these are: The development of a marketable skill; the development of the means of communication between individuals and groups, foreign and native; and the development of sensitivity towards the process of life as the relationship between the self and other human beings regardless of nationality, race, ideology or special interest.

These goals are highly abstracted and generalized in relation to secondary education. They provide content enough for a lifetime of education. But they do pose some special goals for secondary education. The central characteristic of these issues is that they are very broad. Therefore, early in the student's life he should develop a broad understanding of the various channels of exposure to the abstracted human state.

Even for first-hand experience we depend on

our ability to assimilate, assess, organize, retain and use by communication or choice that to which we have been exposed. Sufficient exposure to the channels of exposure calls for a great deal of training. This problem is the key to good educational content.

The first task is comprehension of language - the basic means of communication. Language includes mathematics, the vehicle of material reasoning and communication; and verbal language, the vehicle of cultural, ethical, personal and social reasoning and communication. Also, comprehension of the means of exposure calls for the exposure to the point of view, frames of reference and principal questions of the various disciplines of abstract thought. Most important of all, is the need to comprehend the basic methods of making choices concerning the relationship of the self and the outside world. These methods arise from the concepts of doubt, inquiry, affirmation and rejection. In short, the limits of the value of secondary education are imposed by the school's success in exposing the student to the various processes of thought. Then the secondary school must exercise and nurture these powers towards the comprehension of the issues of skill, alienation, social stagnation and foreign relations.

PERSPECTIVE ON EDUCATION FOR AMERICANS IN EUROPE

> Bees pillage the flowers here and there, but they then make honey of them which is all their own; it is no longer thyme and marjoram; so the fragments borrowed from others will transform and blend together to make a work that shall be absolutely his own; that is to say, his judgment. His education, labor, and study aim only at forming that.[9]

The criteria set for good educational content are quite broad. Each area relates to the general opportunities arising with a location in Europe. The central goal of education is to start the student toward building a conception, an understanding, of the relationship between himself and the world outside in all its ramifications. The education of an American in a foreign country offers a strong potential for the creation of this awareness.

The Basic Fact

This potential stems from the fact that the student is in a situation in which superficial relationships, going shopping, for instance, are unnatural. The variations in language, customs and appearances are

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[9] Michel de Montaigne, Selected Essays, Charles Catton and W. Hazlitt, trans., Blanchard Bates, ed., The Modern Library, New York, 1949. "On The Education of Children," p. 22.

strange to the majority of American youths in Europe, for most are there temporarily, having grown-up until then within the American culture. But the results of this transplanting to a strange culture are not, ipso facto, the creation of an awareness of the relationship between the pupil's self and his surrounding world. For the moment let us look at the potential.

The basic fact concerning the American student, be he six or sixteen, is that he is out of what he knows, he is out of a situation that can be taken without question, he must react and he must adjust. The student's mind is basically opened, for his "one world" is burst by a barrage of relationships that show that there is more than his accustomed way of doing things. Such fundamentals as language are vividly demonstrated as a chosen, developed relationship rather than the natural state of things.

The schools educating Americans in Europe are given a great potential towards developing the pupil's understanding of the means of communication and thought, for the fact that these vary in type is thrust upon the student by many facets of his surroundings. The school should follow through with this potential by offering content that will explore this basic cultural dichotomy facing the student in his non-school life. In short the content of these schools should aim at being bi-cultural.

Bi-cultural Educational Content

Skill, awareness, communication and sensitivity are all concepts that imply a multiplicity. In the great American dilemma between Liberty and Equality all these concepts line up on the side of Liberty, for each implies difference, inequalities, dichotomies. In the United States, where many differences have been glossed over by a fast tempo of life and mass media, the development of an awareness of dichotombes is often difficult. In Europe it is almost inevitable, especially when the student has grown up in the American culture. The school must make use of this awareness.

There is one problem about this awareness. It does not always open minds. Frequently, it closes them. This usually happens among adolescents rather than among those still in primary school.[10] The younger have not yet developed fixed attitudes, friendships and

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[10] Throughout this section the author is drawing mainly from his experience at the American school in Switzerland. He has worked for four summers with their summer program. During this time he has been able to observe the reactions and development of around 200 young Americans from the age of ten to eighteen. These youths have been exposed to the language and culture of a European country, a good deal of traveling and close contact with English speaking European university students working at the school. The exposure they have had has been concentrated in time and broad in extent.

preferences. They are more self-sufficient. The danger with the adolescent is that he has already made up his mind on how to do things. Sometimes he thinks that English, being the only language he knows, is the only language fit for communication. Others sometimes feel that bathrooms, unlike those in the United States, obviously signify a dirty, uncivilized peoples. Such reactions are a difficulty, but one that can be surmounted.

One would think at first that the direction of the student's reaction to his strange surrounding, towards an open or closed attitude, would depend on the methods with which the dichotomy was presented. This is only partly true. The nature of the reaction depends a great deal on the factors stressed. The student, newly out of the United States, is first curious about the relationship between the United States and Europe, regardless of his first reaction to a superficial exposure to what is European. Inquiring into how relations are shaped between the United States and the European nations can open most minds to curiosity and awareness of European peoples and culture. From this there can arise a natural desire in the adolescent for a bi-cultural education.

In normal American educational content subjects can be classed into two general cultural

categories. There are those subjects that stand by themselves regardless of the national culture in which they are transmitted. Two and two make four in any culture: American, French, Russian or Chinese. Likewise, ontogeny recapitulates phylogeny, the earth revolves around the sun and two molecules of hydrogen and one molecule of oxygen combine to form one molecule of water regardless of nationality. Mathematics and natural sciences are taught as non-cultural fundamentals and are a basic part of any good educational content. On the other hand, language, literature, philosophy and the social sciences are basically cultural. An example is in the divergence of the American and English languages. Much greater divergence is apparent between English and French, the American and German point of view on history, the American and Swiss political tradition, the American and Swedish economic tradition. Bi-cultural education is the penetration into two cultures: The American and that of the host country.

Thus the American student in France should study both the American and French language, both their philosophic outlooks, both their political attitudes, social traits and economic customs. But to do this effectively the student will have to go beyond France. The European countries have not matured with

the isolation of a broad ocean and a wide continent. The The European countries have been closely related in their development. To comprehend much about France one must be exposed to the development of the European culture. Therefore bi-cultural education should seek a parallel penetration into the development of the North American and modern European civilizations.

The Value of Bi-cultural Education

Such a bi-cultural education is advocated for both the method inherent in it and the content that it presents. Evidence points out that the concept of naturally bright and naturally dull students is wrong. I.Q. is not static, and cultural exposure plays a role in awakening the intelligence of a student.[11] Bi-cultural content would provide an intense exposure to culture, for the contrasts make each stand out all the more.

But the main value of the bi-cultural experience lies in the development of an understanding of communication between people and of sensitivity to the relationships of which life is composed. The bi-cultural experience in a strange surrounding emphasizes the

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[11] Adam Yarmolinsky, "Quizzing the I.Q. Test," The New York Times Magazine, January 29, 1961.

importance of language as a device of communication. The educational content should seek to present the language of the host country as a method of communication, starting on a superficial level and, as quickly as possible, making it a vehicle for ever complicating concepts. Much can be learned from the discovery that first French can be used to elicit smiles, then basic facts from a newspaper, then enjoyment of a novel and finally the analysis of a philosophic concept. When it can be used, learning a foreign language points out the different levels of communication through verbal language better than does one's natural language.

The tendency is to feel that history is just history, social science just social science; and that neither, when experienced through one or two textbooks, have any particular point of view. This attitude can be effectively dispelled by a parallel study of the American and European cultures through the lenses of many disciplines. Coinciding involvements, say the League of Nations, are seen from two different perspectives; and it becomes possible to ask what is the point of view of history, objective event or the relationship of a certain type of attitude or aspiration to a possibility? Once it becomes apparent that history is full of possible attitudes to possible events, that literature

is full of possible ways of expression, that government is full of possible ways of organization, the development of the concepts of doubt, inquiry, affirmation and rejection, which form the basis of the process of choosing, follow. It is here that the root of education is met: The training of one's judgment. The comprehension of the human state is the basis of one's judgment. Bi-cultural education, by exposing the student to the wide diversity of the human state, its multiplicity of attitudes, methods and problems, by awakening the student to doubt and inquiry, to modes of communication and to sensitivity through the penetration of contrasting cultures and disciplines, has the potential of providing the content conducive to a broad understanding of the human condition. Such education has the potential of developing excellent judgment in reference either to the skill by which the student will eventually earn his living or to his opinions on the world, national or personal situation. In short, for a society depending on humanistic values, it is not enough to give an organized humanistic education to only a fraction of its college students. It should insist on a humanistic education from the moment the child enters school.

CHAPTER TWO

THE USAREUR DEPENDENTS' HIGH SCHOOLS

To be a school citizen as I expect
to be a citizen of my country;
To develop within myself the traits
that I admire in others;
To share my ideas and my time to
the advantage of the school;
To listen and to learn and to
think;
To be appreciative and to show my
appreciation;
To be happy while I learn to live.[12]

Many Americans residentsin Europe are military personnel. For their dependents the Armed Forces run schools. Like most military endeavors the Dependents' Education Program is a large operation. The model for this essay shall be the USAREUR Dependents' Schools, institutions under Army administration in Germany, France, Italy and Ethiopia. Before attempting an analysis, a brief exposition of the USAREUR system and of its problems and accomplishments is necessary.

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12 "The USAREUR High School Creed", USAREUR Student Handbook for Junior and Senior High School, Headquarters, U.S.Army Dependents' Education Group, APO 164, Manual No. 350-601, p. 27.

Some Basic Facts

> We would, however, urge the subcommittee to increase the per student appropriations so that this potential showplace of American education in foreign countries can serve more adequately its primary need of teaching American children well, as well as a secondary purpose of putting our best American foot forward.[13]

The USAREUR Schools educate a large number of students spread over a wide area.[14] There are 141 schools in this system. As of October 31, 1960 there were 43,554 students in grades one through twelve in Germany, 8,904 in France, 1,843 in Italy and 465 in Ethiopia. Overall, there were 44,074 elementary pupils served by 1,466½ teachers.[15] This forms a

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[13] Miss Mary Hoague, Department of Defense Appropriations for 1961, Hearings Before the Subcommittee of the Committee on Appropriations, House of Representatives, Eighty-Sixth Congress, Second Session, United States Printing Office, 1960, Part 7: p. 456.

[14] Unless noted otherwise, information in this paragraph is from: USAREUR Dependents' Schools Statistic Report as of 31 October 1960, Headquarters, US Army Dependents' Education Group, APO 164, US Forces.

[15] This, of course, includes part-time teachers.

teacher to pupil ratio on the primary level of 1 to 30.1. On the secondary level there are 15,692 students and 713 teachers, making a ratio of 1 to 22. The schools are set up on the basis of need in any area and this leads to a diversity of grade patterns (1-4, 1-5, 1-6, 1-7, 1-8, 7-9, 7-12, 9-12 and 10-12). Children of fifth grade age on a base with a school going only through the fourth grade will either be provided commuting facilities to go to a school on another base or have a fifth grade established for them. Some areas run very large pick-up patterns for their schools. In Paris the daily pattern covers nearly 4,000 miles.[16] It has been necessary to set up dormitories at ten high schools to accomodate pupils who come from bases too small to merit the establishment of high schools and too distant from larger bases for efficient commuting to and from class. On the elementary level enrollment in schools runs from a minimum of eleven in an eight year school at Koblenz, Germany to a maximum of 1,954 in a six year school at Kaiserslautern, Germany. Among high schools, the largest is a six year school, also at

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[16] John L. Steele, Director, Letter, November 30, 1960, Headquarters, US Army Dependents' Education Group APO 164, New York, N.Y.

Kaiserslautern, with a student body of 1,394. The smallest is a six year group of eighty-eight in Asarma, Ethiopia.

The schools were established on a temporary basis to provide the equivalent of an American public school education for the dependents of servicemen abroad.[17] Where there is room, children of American civilians are taken on a tuition basis. Funds for the schools are appropriated under the Defense Department Budget. The Defense Department then allocates these funds to each service according to the number of dependents that service has in school abroad. The dominant service in an area runs the schools. Navy children in Stuttgart would be educated by the Army with the Navy paying a tuition fee to the Army. The 1961 appropriation allots

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[17] Information in this and the following paragraph is from: Department of the Army Appropriations for 1957, Hearings Before the Subcommittee of the Committee on Appropriations, House of Representatives, Eighty-Fourth Congress, Second Session, United States Printing Office, 1956 pp, 966-975;
Department of the Army Appropriations for 1958, Hearings Before the Subcommittee of the Committee on Appropriations, House of Representatives, Eighty-Fifth Congress, First Session, United States Printing Office, 1957, pp. 914-926, pp. 1448-1462;
Department of Defense Appropriations for 1961, op. cit., Part 4: pp. 28- 9; Part 7: pp. 15-9 pp. 456-468.

280 dollars per pupil.[38] This sum is not extravagant. Most of it is used for the pay of teachers and administrators. The median teacher salary is about 4,500 dollars. On the high school level, with the USAREUR teacher pupil ratio, about 205 of the 280 dollars would be used for teachers' salaries. Seventy-five dollars must cover the salaries of administrators and the costs of books, equipment, etc.

Enrollment, allotments and costs have been rising steadily over the past years. Some areas have had financial difficulty. There are schools that have been unable to provide all programs offered and that have had to use out of date textbooks: a seventh grade book for European History that was partially revised in 1942.[18] Some areas receive additional funds from profits of Post Exchanges, base movie theaters, sales by the local PTA and occasional assessments of parents. The USAREUR schools

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[38] The Dependents' Schools receive a part of their capital equipment free of charge by using existing base facilities.

[18] Miss Mary Hoague, Defense Department Appropriations for 1961, Part 7: p. 457.

seem to have been quite successful with these enterprises. According to Maj. Gen. P. F. Lindeman, funds are "'worried' out of other things" in order to keep the schools well equipped.[19] But there is feeling that 400 dollars per pupil would be necessary to cover everything effectively; and this 120 dollar gap could not be filled in by non-appropriated funds by the USAREUR Schools.

Nevertheless, the USAREUR Schools are not suffering from acute financial malnutrition. These schools are accredited by the North Central Association. An accreditation inspection was completed this fall by Dr. Rex L. Liebenberg and Dr. Loren S. Curtis. They found no sign of out-of-date textbooks and were favorably impressed with the standards in comparison to those in the United States.[20]

The schools are a source of pride for those connected with them. Three things most satisfying are that the schools are a showplace of American educational practice, that they have a very good language program

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[19] Quoted by Herb Scott, "DEG Secondary Schools Praised by U.S. Educators," Stars and Stripes, Monday, October 31, 1960.

[20] Ibid.; Letters received from Dr. Loren S. Curtis, Box 1957, Casa Grande, Arizona, December 5, 1960; and Dr. R. L. Liebenberg, Department of Public Instruction, Room 147 North, Capitol, Madison 2, Wisconsin, December 12, 1960.

augmented by excursions, especially on the elementary level at which a foreign language is required, and that the teachers are of above normal competence, obliged to have a minimum of two years teaching experience and screened by a central agency handling applicants from all over the United States.[21]

The curriculum offered on the secondary level is similar to that of the American comprehensive high school, although the pattern varies somewhat between schools in accordance with their size and their predominant type of pupil.[22] Seven programs are offered: Arts, Academic, Secretarial and Business, Homemaking,

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21 Letters from: Herman D. Search, Superintendent of Schools, Office of the District Superintendent (I), USAREUR Dependents' Schools, Northern Area Command, APO 757, US Forces, November 25, 1960; John L Steele, Director, US Army Dependents' Education Group, APO 164, New York, N.Y., November 30, 1960; Ludwig F. Audrieth, Scientific Attache, American Embassy, Bonn, Germany, October 28, 1960 and January 13, 1961; Dr. Richard H. Cross, Principal, Frankfurt American High School, APO 757, New York, N.Y., February 3, 1961; Marty Gershen, "Military Children Called More Gifted Than U.S. Norm," Stars and Stripes, Wednesday, January 4, 1961, p. 8. See: Department of Army Appropriations for 1957, op cit., for a description of the recruiting system.

22 Information concerning the USAREUR High School curriculum is taken from The USAREUR Student Handbook, op. cit., pp. 10-21 Photostats of eight of these pages are in Appendix II.

Pre-engineering, Pre-nursing and Mechanics. Six and one half of the courses required for graduation are solid: four years of English, Elementary Algebra or General Mathematics, American History and one half year of American Government. There are approximately seventy courses offered, two thirds of which give a full year credit. A most striking omission is a course in European History.

The puzzle of electives arises with these seventy courses. For those seeking entrance to college the question is solved by the College Board Examinations and college entrance requirements. These students take the core enumerated above, three more years of mathematics, four years of a foreign language, three years of various laboratory sciences and World History. This academic program is not likely to change unless the colleges alter their entrance requirements. We shall leave aside the academic students for the moment in making our analysis of the content offered by the USAREUR High Schools; but we will later return to the academic program and inquire whether some of the factors discovered in relation to the other programs are not also relevant to the college preparatory course.

How To Do What?

> ...we found that the primary subject matter of knowing is that contained in learning how to do things of a fairly direct sort.[23]

At the very start it should be pointed out that the USAREUR Schools are within the American educational tradition. These schools will constitute the point of departure; but the analysis requires considerable reference to the tradition of which they are a part.

The content offered by the USAREUR Schools is not bi-cultural. There are several factors that make the bi-cultural standard inapplicable. Large numbers of Americans are concentrated on the Army bases. Post Exchanges offer the latest American foods, clothes, appliances and records. Base movie theaters concentrate on Hollywood's products. Geographically the students are in Europe; environmentally they are more in the United States. Assignments of duty come at all times of the year. Students must be ready to move into American public schools mid-way in the school year.

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[23] John Dewey, Democracy and Education, the MacMillan Company, New York, 1917, p. 241.

This dictates the elementary public school and the comprehensive high school as the logical pattern.

Nevertheless, there are concepts behind the idea of bi-cultural education which can be applied. The content of a good education should be valid and relevant to the human state of the pupil. Four issues dominate this condition: marketable skill, alienation, social stagnation and international relations. Related to secondary education these call for content that develops as well as possible the pupil's understanding of mathematical and verbal language as a means of communication, the frame of reference of the major disciplines of thought and the interrelation of these disciplines with each other and the pupil. The expected result is a start towards the development of firm, informed judgement on the broad range of questions facing the average American today.

The Compromise

The central issue concerns the proper curriculum for those who are not going on to college or who are going directly to professional colleges: nursing, secretarial or engineering. There are many opinions on this question. On one pole is the idea that these students should not "waste" their secondary school time:

That they should take subjects relating to their future occupations. On the other pole is the opinion that the students should study the academic disciplines, since this is their last opportunity for a balanced introduction to the ideas of their civilization. The outcome of the conflict is a compromise in which required and elective academic study is balanced with vocational training in the student's chosen field.

This appears to be the pattern followed by the USAREUR high schools:

> A required subject is one that every student must complete for graduation. An elective subject is not required but is one that may be selected, after consultation with the Homeroom advisor and/or counselor, to meet future educational or vocational needs.[24]

The compromise is implied in the issues chosen relevant to educational content: the "vocational" issue of developing a marketable skill is balanced against the "academic" issues of alienation, social stagnation and international relations. But the compromise should be questioned. What is the validity and relevancy of the courses, academic and vocational,

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[24] USAREUR Student Handbook, op. cit., p. 11.

offered by the USAFEUR Schools within the framework of the compromise?

Vocational Premises

The vocational concept of education originated in the 19th Century, but generated its power and present form in the early 20th Century. This rise was based upon three premises:[25] 1) with skill training the average high school student could expect to earn a higher wage; 2) training in skills given by high schools would help upgrade the productivity of the labor force; and 3) the liberal arts, except as a stepping stone to college, which most could not afford, were useless. Therefore, it would be logical that those who were not going on to college should be given the opportunity to master some skill from which all would later profit.

It is unreasonable to argue that those not going to college should take a college preparation

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[25] See: Emily Robinson, Compiler, Vocational Education, H. W. Wilson Co., New York, The Handbook Series, 1917; especially: 'A Phase of the Problem of Universal Education,' from an article by Eugene Davenport, National Education Association, Proceedings, 1909: 277-88.

And: James P. Munroe, The Human Factor in Education, The MacMillan Co., 1921, New York.

course. But these premises should be re-examined in the context of the 1960's. The most dubious is that the liberal arts, in and of themselves, are useless. The liberal arts, taken as the representatives of the political, social, economic, historical, humanist, philosophical and scientific body of knowledge of our time, are the disciplines of thought that are shaping the world in which we live. These hold the key to our self-definition and our concept of the world around us. These apply directly to the issue of alienation, social stagnation and international relations. The fragmented and unrelated condition of the liberal arts constitutes the most pressing educational problem of the USAREUR Schools and any other schools handling students who are terminating their general education.

The Problem of Fragmentation and Fundamentalism

The USAREUR Schools offer about seventy courses of which around forty to forty-five fall under a broad definition of the liberal arts. These are seventy fragments of the much greater body of skills, facts and theories the Western world has accumulated. The student is supposed to pick, with the aid of guidance, eighteen and one quarter of the seventy offered. For the terminal or professional student about one third relate directly to his profession. To

what portion of the working knowledge of the times has he or she been exposed?

A hypothetical Secretarial and Business student has the following program:[26]

Ninth Grade: English I, Elementary Algebra, World Geography and General Science;

Tenth Grade: English II, Typing I, Bookkeeping I, Biology and World History;

Eleventh Grade: English III, American History, Typing II, Stenography I and Office Procedures.

Twelfth Grade: English IV, American Government, Creative Writing and Economics.

Towards her profession the student should have a reasonable proficiency in typing, shorthand and office procedures, as well as an exposure to creative writing and a good command of the English language. The problem is this: In the other subjects she has recapitulated the mastery of the basic facts of World Geography, General Science, Biology, World History, American History, American Government and Economics. This is done as if she was taking the hesitant first step towards becoming a scholar in each of these fields of

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26 See: "Program of Studies," Appendix II; underlined courses are required as part of the core or vocational program

study. The emphasis is on mastering the fundamental facts and methods that later serve as tools for scholars in these fields.

Biology "is the study of plant and animal life, including anatomy, conservation, physiology, diseases, and laboratory work."[27] Two fifths of the time is spent in laboratory recapitulating the most basic biological inquiries. Is it fundamental to the human condition to know that the tools of the biologists are microscopes, scalpels and formaldehyde and that the use of these requires some skill? The human state is not made lucid by knowing that amoebae envelop their food. that plant life gives off oxygen and absorbs carbon dioxide, animal life does the opposite: the two together preserve the balance of our atmosphere, or that the anatomy of worms, horses and men is very different but is broadly connected through the process of evolution. More essential factors to be aware of are the frontiers of biological research and theory, and the effect of these on the world in which we live; for instance: Biochemistry and its effect on health, and Genetics and its relation to food supply and birth control. The

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[27] USAREUR Student Handbook, op. cit., p. 16

exposure to these relationships is impossible as long as stress is put on the development of basic knowledge. The high school, furthermore, can transmit only a modicum of this basic knowledge with proficiency. The key question, how Biological research has changed, is changing and may change the world in which we live, is missed.

Similar observations can be made about the course on American Government. It "is a one-semester course in the workings of our government. Emphasis is put on the process by which laws are made and administered, and justice provided on the local, state, and national levels. All branches of government are studied."[28] This appears to be a course on the constitutional and institutional organization of the various branches of our government. Essentially, this area of knowledge is of active interest only to the lawyer, parliamentarian and political scientist. To the voter, the average citizen, the essential factor is the effect of personality, Party and national mood on the working of the government. Exposure to these effects involves an introduction to the subtlies of political science. These are the factors about which he should be aware, not as a researcher on them, but as one who can make decisions in the light of them.

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[28] Ibid., p. 16

The terminal or professional student will have no vital relationship with the basic facts of world history. These facts are of essential concern only to the historian. But the various theoretical conceptions of world history, Marxian, Judaic, Christian, Glyclical and Evolutionary, have an important effect on the human condition of the pupil, for these conceptions color the actions of many of the leaders in the world. High schools are unable to transmit the factual knowledge of world history to a depth that would provide the students with the tools of an historian. But they could expose the students to the various theories of world development and the import of these ideas.

The fundamental problem becomes clear: The liberal arts are taught in the USAREUR Schools, even to terminal and professional students, as if the students were becoming active members of the disciplines: biologists, world historians, econominists, lawyers or physicists. The relationship of the liberal arts to the human condition of these students is basically missed, although, in fact, it exists. The student is viewed as learning how to do biology, history or international affairs, although the student has no such purpose and has no need to be equipped with these elementary tools.

The only liberal arts disciplines the USAREUR

High Schools can hope to teach one to do adequately are languages: English, French, Italian, German, Latin or Russian; and Mathematics. These are the basic channels through which the student will be able to absorb the knowledge or import of other disciplines and professions. Some professions can be transmitted by the USAREUR High Schools. But the content of the liberal arts, in its factual fullness, is too much to be transmitted. The student can only be introduced to these areas. Why introduce the student to the most basic methods and facts the scholars use as tools? The high school student, except in very rare instances, is unable to become such a scholar. The student should be introduced to the frontiers of a discipline, its major products and their insights into the factors actively influencing his life.

Transposing the original vocational premises to the USAREUR High Schools of today, this is found: 1) with skill training the terminal student could expect to earn a higher wage; the professional student could expect a higher final level of proficiency owing to his advanced start; 2) such skill and professional training would upgrade our already high skill and professional level; and 3) except for languages, the liberal arts are largely useless as now taught. Before the conclusion is made that the USAREUR High Schools should increase the emphasis on vocational and professional

training, the analysis should be carried further. There is one premise that is almost always unstated that accompanies the generation of a movement. The structure of the period was at work during the early 20th Century generation of vocational education; and, perhaps, since then it has changed.

The Structural Imperative

Optimists dominated the early 20th Century; and their faith was in the power of economic opportunity. The great pre-World War I issue concerned keeping economic opportunity open to all. After the War the stress on the development of skills was acceptable. The obvious possibilities of the time were for practical men who did not stop for definitions, but who bent to their task: making the most of opportunity in a land of opportunity. Skill was needed. The growth of production and wealth became vibrant goals. The possibilities of mass production were demonstrated by Henry Ford and the War effort. During the 20's the Government reflected a general mood of growth and irresponsible youth. We had turned our back on international responsibility by refusing to adopt the Versailles Treaty. Americans dedicated

themselves to Prosperity and grew.[29] No educational goals could have been more consistent with the obvious possibilities of the time than improving the individual's earning power while increasing the Nation's skill level. Thus an advocate of vocational education wrote:

> Occupation and bread mean business and life. They signify making a living, living a life, and saving a soul. They concern the human and the divine necessities and possibilities of our children; The matter of their bodies and the fire-mist of their souls - the bread, kingdoms, stars, and sky that Emerson sings. So much to indicate that I do not have in mind a crass materialism and nothing more when I recognize the imperious, inescapable trinity of food, clothing and shelter as a primary problem for the schools to consider.[30]

Since the 1920's many things have changed. Most obvious among these are the changes in the manifest possibilities of the time, although now they are termed responsibilities, challenges and dangers. Americans can no longer act as irresponsible children

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[29] The ideas above are based on the lectures of Eric Goldman, op. cit.; Eric Goldman, Rendez-vous with Destiny, and Frederick Lewis Allen, Only Yesterday, Bantam Books, New York, 1959, Copywright 1931.

[30] E. C. Branson, Educational Monthly, 2:18-20, January, 1916; Reprinted in Robinson, op. cit., p. 17.

absorbed in their own powers of growth. In relation to the world we have come of age and accepted the heavy responsibilities this maturity has brought. In science Americans are no longer simply learning applications of the theories developed by natives of other lands; among us are the leaders in many of the theoretical sciences. No longer are we capital importers; we are the foremost capital exporters of the present day world. Most important of all, we are no longer the people who could inspire a world-wide experiment in international relations and then blithely withdraw, ignoring the rest of the world for twenty years. Twice, we tried to avoid entrance into world conflicts for more than two years. Five years after World War II, we became active participants in a war between two halves of an unknown country only six days after the conflagration began.[31] Opportunity is no longer the dominant theme. Now it is responsibility, awareness and sacrifice.[32]

Americans are a self-defining, self-directing people. In the 1920's they saw that profit would come

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[31] Eric F. Goldman, The Crucial Decade: America 1945-1955, Alfred A. Knopf, New York, 1956

[32] Imagine Warren G. Harding campaigning with the slogan: "We must be prepared to Sacrifice."

by responding to the economic opportunities that were arising. Despite the Depression, we have profited greatly. The American educational system contributed much to the successful response to the potential enrichment from skill. In the 1960's it is clear that, if profit still exists in potential, it must come from responding with awareness and a sense of responsibility to the total situation around us. The primary issues of this total situation are alienation, social stagnation and international relations. The knowledge relevant to these issues is handled by the high schools in a fragmented, overly fundamental, compartmentalized manner. The content offered by the high schools is largely irrelevant to the times.

The first two sentences of The Cardinal Principles of Secondary Education go as follows:

> Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available. These factors are by no means static.

Towards the conclusion one reads:

> The comprehensive (sometimes called composite, or cosmopolitan) high school, embracing all curriculums in one unified organization,

> should remain the standard type of secondary school in the United States.[33]

This pamphlet can be obtained from the Office of Education, U.S. Department of Health, Education and Welfare. Of the hundreds of pamphlets the Office of Education has available for purchase this is the only one written before 1940. It was published in 1918 and has not been revised.[34] Its original price was five cents. Now, it costs fifteen cents; but it still succinctly outlines the comprehensive high school. The curriculums it advised are easily recognized in the USAREUR High Schools. The "needs of the society to be served" it stresses are less easily found in the commentaries of our time.

The whole structure of the compromise between academic and vocationalist educators is anachronistic. The most important knowledge we have is the liberal arts. It is the key for the imperative of our age for awareness,

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[33] Cardinal Principles of Secondary Education; A Report of the Commission on the Reorganization of Secondary Education, Appointed by the National Education Association, Bulletin, 1918, No. 35, Department of the Interior, Bureau of Education, (Department of Health, Education, and Welfare; Office of Education), Washington, 1918, p. 7; p. 24.

[34] See: Beryl Parke, Elizabeth Robinson, and John P.C. McCarthy, Publications of the Office of Education, Bulletin 1959, No. 25, Office of Education, Department of Health, Education and Welfare, Washington, 1959.

responsibility and sacrifice, just as forty years ago the key to the imperative of opportunity was skill training in schools. The non-language liberal arts courses that the USAREUR terminal and professional student can choose are useless, irrelevant fragments; and, in view of the structure of our period, this state is very unfortunate. Is this true for the college preparatory students?

The Academic Student

Superficially, the relationship of the academic student to the liberal arts is very different than that of the terminal or professional student. The latter is completing his exposure to these areas. The former is just beginning this exposure in a manner dictated by college entrance requirements, the Educational Testing Service and tradition. The USAREUR academic student is expected to be proficient in English and mathematics and to have a start towards the mastery of a foreign language. Beyond these the student is expected to have absorbed the fundamentals of several sciences: Biology, Chemistry and Physics; and of World History, American History and American Government. He has had what is considered an adequate course of college preparation.

College preparation is the making ready of the student to do college work. It does not mean

having him do the work before he gets there. The requirements for the study of language, English, a foreign language and mathematics, are designed so that the student will have effective channels with which to absorb the knowledge the college offers. The purpose of the other courses is less apparent. The portion of the content of any of these disciplines the student will absorb is negligable in relation to the factual content that has been accumulated by scholars of that discipline. The student has gained relatively nothing on the knowledge of these disciplines. Exceptional students can gain advanced placement at some colleges. But this is neither the common case nor a practice wholly consistent with the growth in the body of knowledge.[35]

In the academic student's future specialty the high school course ~~in that area~~ will be so fundamental that almost all of it will be re-taken in college. Those courses that do not relate directly to the academic student's future specialty are so fundamental that the student's general human condition will not be illuminated. These liberal arts courses are, thus, largely irrelevant to the academic student's understanding of the skill issue,

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[35] It seems rather strange for some colleges to institute three year programs at the very time when the body of knowledge is rapidly expanding.

gaining proficiency in an academic discipline, or of the general issues of alienation, social stagnation and foreign relations.

There is another purpose connected with these subjects that does not deal directly with their content. From natural science the student will gain some understanding of the scientific method in theory and practice and of the methods of conceptual thinking. From the social sciences the student may gain some understanding of the methods of scholarship. But, for this, their library must be equipped for source work. This is highly dubious in light of the USAREAN budget in particular and public school finance in general. But, nevertheless, here are two new languages: the scientific method and the principles of scholarship.

The departments of most graduate schools require students to take courses in the methods and theories of research used in their disciplines. A college preparatory program could impart a more direct understanding of the scientific method, conceptual thinking and principles of scholarship by giving a course on these to academic students. The saved hours could be well spent.

The liberal arts courses, excepting languages, are as irrelevant to the human condition of the academic

student as they are for the terminal and professional students. But the knowledge in the liberal arts is very relevant; and it need not be left in its present structure. This present structure consists of giving instruction in the basic facts of each discipline. An alternative would be to take certain questions of real relevancy to the human condition today and to structure knowledge from all these disciplines around these questions, carrying the inquiry through all four years of the pupil's high school education.

The USAREUR Schools are not the proper models upon which to work out such an alternative. Their student turn-over makes them very dependent upon the general pattern within the United States. Therefore, it is very unlikely that these schools could attempt a radical innovation. The American School in Switzerland is in a much better position to try innovations. But before going on to this school it is necessary to recapitulate and systematize the additions that have been made to the ideas of bi-cultural education.

Cultural Science

> Once the radical will to know, which forms the basis of the scientific quest for knowledge, has become existential reality in the life of a human being, no conditions of time and place can unmake that fact. For whom does science come to life? - not for those who lose themselves in the never ending diversity of harmless facts (which they

> accept without ever questioning their possible significance); nor for those who painfully strain to learn material in order to pass examinations or in order to prepare themselves to practice a given occupation. Knowledge comes to life for the real scientist. His extraordinary patience and toil become inflamed with enthusiasm. Science becomes the principle animating his whole life. Today as at all times the magic of science can be experienced by young people for whom the world is challenging. And today (perhaps even more than before) we experience the burden of science; science endangers both the naive strength of the non-self-conscious as well as the illusions requisite for living; what Ibsen called the "life lies." It takes courage to conceive by questioning, instead of merely learning by rote. The old maxim still applies; Sapere aude! (Dare to Know!)[36]

The important subjects in relation to the human state of the pupil come under the liberal arts, on their advanced levels. Presently the liberal arts are taught with reference to the fundamental levels which are meaningful only as the tools of active practitioners in these disciplines. The high school is unable to mold their students into such active scholars. Therefore, the high school is wasting time

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[36] Karl Jaspers, The Idea of the University, H. A. T. Reiche and H. F. Vanderschmidt, trans., Beacon Press, Boston, 1959, p. 24.

trying to teach these elementary fundamentals. The colleges re-teach these fundamentals in much greater depth. The high schools should seek to penetrate into the discipline and give an introduction to the ideas that are shaping the world. Such an introduction would enable the college preparatory student to choose his future direction of academic specialization with more lucidity. This penetration would serve as a much more effective balance towards the issues of alienation, social stagnation and foreign relations for the terminal, professional or academic student during the development of their special skills.

In the introduction it was assumed that science was non-cultural and its relation to bi-cultural education was left unstated. On closer examination it was found that science was non-cultural only because its teaching stressed the fundamental factual content, the significance of which is taken for granted. In fact any discipline, taught in a tautological fashion, is non-cultural. The natural sciences are a basic variable in the human condition of the average American. Every natural science has areas with which we are in vital relationship. The relationship of the average American to the equation $E = MC^2$ is quite different than it is for the average Swiss. For the American it

represents his means of defense and a grave responsibility that influences many of his decisions. It represents a heavy tax burden and the appearance of secrecy in a government supposedly of the people, for the people and by the people. For the Swiss it represents one of the factors in European integration. It is also a factor that could have grave implications for his future but towards which he is largely helpless, having neither control nor responsibility. Further, the student with a reasonable mathematics background can grasp and explore the meaning of advanced levels of science, the Theory of Relativity and Nuclear Physics, and search out some of the significance these hold for his life without going through the endless process of accumulating all the established facts.

The concept of bi-cultural education should be re-assessed, for it is apparent that, as soon as the secondary schools free themselves from trying to make scientists of their students, they can teach science as an essential factor in the forming of the culture of [redacted] their students [redacted]. The bi-cultural ideal must be broadened to include the parallel penetration into all areas of thought, including the cultural facets of the natural sciences.

There is a tendency since 1957, October to be exact, to rush the "production" of scientists. But

those who would try to rush the scientists into a longer and longer useful life should stop to ponder some haunting questions: Was it an accident that Albert Einstein happened to know a great deal about philosophy? Can a man say he dares to know and conceives by questioning without first giving a considered look at the world of people as well as the world of things? And how long can we proceed on the basis of accelerating the production of knowledge by shortening the period of absorption of knowledge through earlier and earlier specialization? The panic to rush education should be resisted for the great men of science, both natural and social, and the great humanists are more than mere specialists.

The USAREUR High School Creed[37] leads the students to believe that they are learning to live. The faculty and administration should recognize that they are unable to teach their students to live by means of the liberal arts; but that there is a great need that they help their students live in the light of the full range of the liberal arts.

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[37] See quote p. 29.

CHAPTER THREE

THE AMERICAN SCHOOL IN SWITZERLAND

> His was a way of thought, and not of birth, and one day I discovered, with some joy I may add, that for several years I had known the archetypes of the Golden Man, and if the reader has followed my story so far, he also knows three of them well and is about to meet the fourth, and it is interesting that none, in a direct sense, owed his golden quality to racial intermixtures. His awareness of the future and his rare ability to stand at the conflux of the world he owed to his understanding of the movements around him.[39]

The world is dotted with a strange breed of private school. Some of these are called Community Schools, others are named Overseas Schools, some are American Schools and a good many style themselves International Schools. Most of them follow concentrations of expatriate populations and are most often found in the great international cities of the world. Their characteristics differ a good deal. Some have been established for decades, others only for months. They are best compared by imagining them upon a spectrum showing the degree of internationalization of their student body. At one end of this spectrum, radically different from the rest, is the American School in Switzerland, whose students are all Americans. It is

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[39] James A. Michener, Hawaii, Random House, New York 1959, p. 807

a very small school with many severe problems; yet it must be considered carefully for it may eventually become the Golden Man of the international schools.

An Independent School

> The school is established on the concept of a fine education enriched by exposure to ancient cultures, to the European earnestness of scholarship, and to experience with many languages. It is the aim of the school to blend the classroom study of history and the arts with direct impressions gathered in the very places where events took place.[40]

In the middle of Montegnola, upon the Collina d'Oro, three kilometers from Lugano, stands a large seventeenth Century Italian villa. This is the home of the American School in Switzerland, a school with a short, turbulent history and a wealth of problems and potential. This high tuition, boarding school draws its students from Americans resident in the United States, Europe and the Middle East. This year's students have their homes in Italy, Switzerland, Germany, Belgium, France, Holland, Spain, England, Turkey, Saudi Arabia, Lybia, Guatemala, Bermuda and the United States. Six years ago, at its founding, the enrollment was six. Now the school has seventy students, a slow growth rate in

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40 The American School in Switzerland, catalogue, available from the American School in Switzerland, 55 East 65th Street, New York, N.Y., p. 2.

comparison to some community schools, but one that has been sufficient to keep it alive, yet not too great to overwhelm a sense of direction already strained by financial problems.[41]

The American School in Switzerland was founded with the underlying conviction that, eventually, it would offer the best secondary education available. This dream, the dream of Mrs. Mary C. Fleming, is far from realization. To date the most important accomplishment is that, after six years, the school still exists. It has been maintained on a ruggedly independent basis which sacrifices the immediate simplification of problems for the sake of a free hand when and if it becomes established.

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[41] Information on the American School in Switzerland comes from the following sources:

Four summers employment there during which I had many long conversations with Mrs. Fleming, Mrs. Gilpatric, the American representative of the school, and Mr. Winneger, the Business Manager of the school. Before Mr. Winneger came to the school I did some work with the budget;

The American School in Switzerland, op. cit;

A Post Graduate Year in Europe at the American School in Switzerland, catalogue, available from: The American School in Switzerland, 55 East 65th Street, New York, N.Y.

Foreign Correspondence, 1958, 1959, 1960; school newspaper available from The American School in Switzerland, 55 East 65th Street, New York, N.Y.;

Pearl Strachan Hurd, "Students in Switzerland Headed for U.S. Colleges Gain World Views," The Christian Science Monitor, Boston, Saturday, August 6, 1960.

In six years the school has had four different locations. Its financial history has described the brink of bankruptcy. The solutions to problems of finance and operating space have been imaginative, independent and, most surprisingly, successful. One of the most difficult problems a school has to face is finding suitable buildings and land. This is especially difficult when the school has very little capital, a growing student body and an aversion to non-profit incorporation as is the case with the American School. The first campus the school used was a rented villa near Locarno, Switzerland. After two years this was outgrown. Mrs. Fleming anticipated a land boom in Lugano and obtained an option to buy a large piece of property, suitable for business building, but presently the sight of a villa and garden. A backer was found who bought the property through Mrs. Fleming at the option price. By turning over the ownership to the backer, Mrs. Fleming received a five-year lease at very low rent.

It soon became apparent that this location would be outgrown. It had room for a student body and staff of only ninety. This time the Montagnola property was found. This belonged to an Italian Marquesa whose family had built the villa and from whose possession it had never left for over 300 years. Such

villas are too expensive to maintain as personal homes these days in Switzerland; and there had been several offers to buy it by businessmen hoping to convert it to a hotel. Mrs. Fleming, through a great deal of diplomacy, bought the property with the lowest of several offers.

The second financial problem is one all schools face: fixed costs accrue all year while income lasts only eight months. The American School surmounted this difficulty by maintaining operation all year long. During the summer a program called Swiss Holiday is operated. It consists of travel, study and sports for American boys and girls from 14 to 18. The program constitutes the financial independence of the school, for it raises the annual gross income of the organization approximately 70 per cent. Fixed costs remain almost the same. Therefore it becomes much easier to carry the fixed costs within the budget.[42]

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[42] If a school's annual capital costs are $10,000 and the income from the school program is $100,000, the capital costs will take up ten per cent of the budget. If the school adds a summer program that raises gross income 70% to $170,000 while raising capital costs only 10% to $11,000, the capital costs will take up only 6.5 per cent of the budget. The success of the maneuver depends though on whether the new program can run efficiently.

This summer program is a source of experience permitting great use to be made of the surrounding enviroment. In six years of operation Swiss Holiday has had small groups of Americans cover about 400, 000 kilometers criss-crossing Europe by Volks Wagen Bus. The mechanics of taking groups almost any place in Europe at low cost and with complete independence of the beaten paths of the travel bureaus have been mastered. Slowly sufficient experience is being accumulated to coordinate travel very closely with the essential structure of different periods of European civilization. But to date, both the summer and the school programs have been overshadowed by the press of financial expediency. The full interchange between the two programs has not been worked out and frequent moves have kept both in a state of flux. The Montagnola property has room for expansion to two hundred fifty students. The school tuition is 2,300 dollars plus 300 dollars additional fees.[43] Tuition for the summer program is 1,895 dollars.[44] There seems to be a sufficient market at these rates to ease the enroll-

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[43] The American School in Switzerland, op. cit., p. 19

[44] Swiss Holiday, Catalogue available from The American School in Switzerland, 55 East 65th Street, New York, N.Y. This figure includes transportation to and from the United States.

ment of both programs up to the two hundred fifty limit. This would more than meet the financial problems of the school. With this financial stabilization in process, the intellectual side is beginning to come under closer and closer scrutiny and should begin to develop its potential. There is a third program, introduced two years ago, that is beginning to point towards the eventual potential of the school.

The Post-graduate Program

The Post Graduate Year tends towards bi-cultural education. Its members either want or need another year of secondary education. The courses offered in this program are: The Idea of Humanism in Literature, Writing, Ideas in Modern History, Foreign Language, The Idea of Humanism in Art and Music.[45] This program has evinced an effort to bring academic work and travel together and to focus both upon the structure of European civilization.

One of the difficulties in this program is in the manner in which the travel program is designed. There is in it too much of the 'broad introduction to Europe' theme that runs through the Swiss Holiday program.

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[45] A Post Graduate Year in Europe at the American School in Switzerland, op. cit., p. 18.

The Post Graduate Program trips are organized country by country with trips through Switzerland, Austria, Italy, Germany and France. A travel program that is well integrated into an academic program must be specific. Any travel itinerary reflects a choice of a limited number of things to be seen. An itinerary that is closely connected to the academic study of Humanism cannot be chosen on the basis of country and reputation with tourists. What is seen need not be the best or the most famous and it is impossible to see everything. Instead, it is essential that what is seen ties in coherently with what is being studied. The leader of each trip should know exactly what the students have been studying and exactly were to find instructive examples of these ideas and then to be able to develop fully the ideas and the examples. Recent articles in the school newspaper by members of the Post Graduate Group have been vague about the relationship between their studies and travel.

> Arriving in Zurich at 3:30, we drove around the city and then shopped for the remainder of the afternoon.[46]

Surely, with its heritage of Ulrich Zwingli, Zurich has

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[46] "Except [sic] From Swiss Trip Diary," Foreign Correspondence, February 6, 1960, p. 3

more to offer the students of the Ideas in Modern History than the stores along the Bahnhofstrasse. Overcoming this vagueness is the primary need in developing the Program, for the entire theory is that travel will cement the ideas developed in the classroom.

The Post Graduate Program is not of central interest. Its direction towards organizing classroom study around the development of humanism is noteworthy. Further, the problem it has encountered in integrating the travel experience from Swiss Holiday into the academic program will be helpful in later discussion of the potential of the secondary school program of the American School in Switzerland. It is this program that is established most specifically for Americans living in Europe. It is, as now operating, based upon the American private boarding school tradition. The curriculum is a traditional college preparatory program. Four years of English, three years of mathematics, three years of a foreign language and a year of American History are required. World History, Ancient History, Modern European History, Latin, General Science, Biology, Chemistry and Physics are the electives offered. Five courses are required the first two years and four the last two. The school is a center for the C.E.E.B. aptitude and achievement tests and requires that Juniors

and Seniors take these.[47]

Bi-cultural Potential

> It is easy to say and even to think that you are resolved upon something; but it is extremely difficult to be resolved in the true sense.
>
> For this means resolving upon all the things which are necessary as intermediate steps; it means, for one thing, providing ourselves with the qualities that are requisite for the undertaking. Anything short of this is no real resolution, it is simply wishing.[48]

The secondary school program of the American School is nationalized; it is American, an intimate part of the secondary school tradition in the United States. All trips and interchanges with the surrounding environment are simply overlaid additions - extra little somethings. Because of this the American School in Switzerland suffers from the same irrelevancies as do the USAREUR Schools. The history and science courses seek to impart to the students the fundamental content of each discipline. The areas are spread too thin to be of assistance to the student's specialization in college; and they are too fundamental to be a great addition to the student's comprehension of the world around him.

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[47] The American School in Switzerland, op. cit., pp. 8, 10.

[48] Jose Ortega y Gasset, Mission of the University, Westrend, trans., Princeton University Press, Princeton, 1944, p. 40.

The American School need not rest with this situation for it is in an extremely independent position. It can operate on its own income. It is not dependent upon any one group of people, but draws students from the world around. It has not yet built a strong reputation based on any particular type of education; and it has no strong alumnae group possessing a picture of what the school should be. In short, the American School in Switzerland is in an excellent position to innovate; and its brief tradition, displaying an intense interest in the European culture, points towards an innovation on the lines of bi-cultural education.

Too often, today, secondary education seems to be viewed as a process of learning how to get into college. The view concentrated on in this essay is that it involves learning how to understand the world around us, learning how to see and to think through the many interconnected factors that create a civilization and that form the potential for one's life. The outline of a bi-cultural education called for the development of a good comprehension of languages. This can be met directly with a requirement of four years of English, of mathematics and of a foreign language.

The rest of the program is more difficult to construct. It calls for the parallel penetration into

two cultures to be done in a manner that will provide the student with an insight into the factors that are actively fashioning his world and into the frame of reference of the various disciplines of abstract thought. The analysis of the USAREUR Schools pointed out that the college preparatory student needed some training in the principles of the scientific method, conceptual thinking and academic scholarship. Towards meeting these ends, let us inquire into the possibilities of three courses, to be followed through the four years of secondary school. The first would be American Civilization, the second Modern European Civilization and the third the World of Thought. The three would be integrated together and parallel; and structured around three questions: How did the Western World develop? What is the basic nature of its civilization? and What is your relationship, as a human being, not as an American or as a student, to the development and nature of this civilization?

The curriculum outline of such a program might go as follows:

Ninth Grade: English I, Algebra I, Foreign Language I, American Civilization I; The Discovery, Exploration, Colonization and Civilization of North America to 1700, European Civilization I: The Renaissance and Reformation (to 1688), and the World of Thought I:

Science and Its Effect from the 15th through the 17th Century;

Tenth Grade: English II, Geometry, Foreign Language II, American Civilization II: 1700-1815, European Civilization II: 1688-1815, and the World of Thought II: Science and Its Effect from 1700-1900;

Eleventh Grade: English III, Algebra II, Foreign Language III, American Civilization III: 1815-1904, European Civilization III: 1815-1905, The World of Thought III: Science and Its Effect, 1900 to the present;

Twelfth Grade: English IV, Advanced Mathematics, Foreign Language IV, American Civilization IV: 1904 to the present, European Civilization IV: 1905 to the present, and the World of Thought IV: The Dynamics of Science and Scholarship.

All the courses would be coordinated as much as possible so that each was complementary. The teaching staff for each grade would be required to be aware of what was being covered in all courses. The courses on American and European Civilization and the World of Thought would be non-disciplinery but would partake of whatever disciplines necessary: history, literature, art, natural sciences, cultural anthropology, philosophy, politics, sociology, psychology or economics. Whatever concepts were used would have their scholastic source briefly pointed out. Wide use of source material should

be fitted into the general use of secondary discussions of a period or phenomena. The reliance on one textbook should be avoided, even in the first years, for it can create the idea that the question is closed and the answer stands by itself. In the introduction it was postulated that the limits of value of secondary education were imposed in accordance with the school's success in exposing the student to the many processes of thought. A bi-cultural education would have a good potential towards this end, for the student would trace and experience the development of these many processes.

Travel could be beneficially integrated into such a curriculum. It would not need to be on the grand, whirlwind style now used at the American School.[49] Striking illustrations of various developments in European civilization can be found, often in relatively unknown spots. These must be discovered, thought through and timed for the proper relationship to the curriculum. For instance, the eleventh grade students studying early 19th Century European economic development would find, nearby on Lake Como, a striking example of cottage industry.

[49] The School offers trips to Spain over Christmas vacation and Egypt or Greece over Spring Vacation. These are all distant countries and viewed on an outline fashion. The Post Graduate Program trips also cover a great deal of ground. They are one week long. The one through Switzerland touches on: Luzern, Schwyz, Zug, Zurich, St. Gall, Schoffhausen, Bern and Geneva. When so much is attempted the significance of any one spot is left uncovered.

In Argegno, a small village perched upon a hillside that plunges into Lake Como, one seeks out a silk wholesaler. Under his guidance one winds towards the shore between ancient houses of the poor upon a path, wide enough for two, cobbled with stones gathered from the lake side. One arrives at a square formed by windowless walls between whose chinks a rat may be seen to dart. The guide goes to a door, five feet high, hewen from ancient wood. Inside, one enters a dirt floored, low, dank cellar. When eyes accustom to the dimness of the room, one sees two large looms with which two peasant girls, clothed in faded dresses not of silk, weave fine rolls of silk at a pitiless wage. Eight kilometers further up the lake one stops at the Villa Carlotta. This spacious villa, surrounded by formal gardens of plants from the world around, reached its prime about the same time as the cottage silk industry began. Although electricity now runs the looms and aristocrats no longer promenade the gardens, the contrast between the dark basement in Argegno and the Villa Carlotta in Tremezzo is still instructive.

With or without travel, the program would have a two-fold purpose. First to develop the student's understanding of the use of languages as well as possible. Second, to penetrate as far as possible into the culture

of the United States and Europe and to follow and comprehend their development and nature. And always the student should be confronted with the questions: How did these develop? What is their basic nature? What is his relationship to them?

But there is a serious block to such a program: the nationalization of education.[50] This occurance is intimated by the name of the school, The American School in Switzerland. People can become culture bound. We have seen how the USAREUR High Schools are largely replicas of their American counterparts and how the American School in Switzerland is largely a replica of the American private boarding schools. We have also seen how, despite all the changes in the world and the way of life in the past forty years, the curriculum of secondary education has remained almost static.

The bi-cultural program points towards a special discovery. As the student moves into the program he should find first that cultures are interdependent. He should also see that culture is created by individuals and becomes a group possession only through communication. He will further see that throughout modern

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[50] Nationalization, here, does not mean that education is under direct state control, but that it has been subserved to the ideas of those who make the concept of the nation the least common denominator of their actions. A very apparent example of this attitude can be seen in the remarks of Miss Mary Hosgue that were quoted on p.30.

history, on both sides of the Atlantic and in the world of science, culture becomes dogmatized and people cease to think, create and communicate, but simply act, only in terms permitted by the cultural ideas they believe to be so noteworthy, so true and so complete that anything done in their name is right. This latter cultural stage is an attitude that can be found existing in relation to secondary education today.

As education grows and becomes a more ordered system, patterns arise. As competition increases for entrance into college, the physical expediency of this competition forces conformity to the pattern. But then, once launched, this pattern can become very, very difficult to change. People begin to think in terms of its ideas. Teachers' education begins to rely on its concepts. Standardized tests and entrance requirements begin to take it for granted. Secondary schools connected in any way to its national base are forced to fit their content to the pattern. The only changes that can be made are partial adjustments to meet administrative circumstances.

A principle of curriculum choice should here be established. Education is accumulative; and secondary education must not be looked at as a rigid process directing towards college entrance.

The secondary school should take the ideas that it can command and fashion them into as good, as valid and relevant, a process of developing the pupil's comprehension of the human state as possible. A school should not accept a curriculum from some outside source, such as tradition or college entrance requirements, until everything that might be done educationally has been examined and judged less educational than the outside pattern.

Let us summarize the goals of the theory of bi-cultural education.

The Individuality of Culture

> Where, not the person's own character, but the traditions of customs of other people are the rule of conduct, there is wanting one of the principal ingredients of human happiness, and quite the chief ingredient of individual and social progress.[51]

If bi-cultural education is successful, it will set the student free of living within a set of dogmatic ideas. The student will realize his

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[51] John Stuart Mill, On Liberty and Considerations on Representative Government, R. B. Mc Callum, ed., Basil Blackwell, Oxford, 1946, p. 50

culture is defined by the life he lives and that his life can never be dictated by an independent culture unless he gives up his power to assume relationships with the outside world and permits that outside world to make all his choices for him. The most difficult and important task that education has is to free the student from all the prejudices, closed ideas and trite patterns in the world today. It should do so on the secondary level by equipping the student with the tools of communication and then forcing him to use these tools by showing that culture and the world of thought are open creations of men that do not stand alone, independent of men.

Bi-cultural education, shaped to trace the development and attitudes in science and culture, should enable the student to begin to think for himself. Thus bi-cultural content is fundamentally a method by which the organized secondary education can direct the student towards putting his independent mind into vital relationship with the outside world. Alienation, social stagnation and international relations become actual problems when abstracted ideas, which are thought to be independent, true realities, impose themselves between the individual's mind and the world outside him. The fundamental purpose of bi-cultural education is to prevent this occurrence.

CHAPTER FOUR

THE INTERNATIONAL SCHOOLS

> Thus the men of science, as we can observe with our own eyes, suffers a truly tragic fate. Striving in great sincerity for clarity and inner independence, he himself, through his sheer super human efforts, has fashioned the tools which are being used to make him a slave and to destroy him also from within. He cannot escape being muzzled by those who have the potential power in their hands. As a soldier he is forced to sacrifice his own life and to destroy the lives of others even when he is convinced of the absurdity of such sacrifices. He is fully aware of the fact that universal destruction is unavoidable since the historical development has led to the concentration of all economic, political, and military power in the hands of national states. He also realizes that mankind can be saved only if a supernational system, based on law, would be created to eliminate for good the methods of brute force. However, the man of science has slipped so much that he accepts the slavery inflicted upon him by national states as his inevitable fate. He even degrades himself to such an extent that he helps obediently in the perfection of the means for the general destruction of mankind.[52]

The majority of private schools used by

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[52] Albert Einstein, Ideas and Opinions, "Message to the Italian Society for the Advancement of Science," 1950, Crown Press, New York, 1954, p. 358.

Americans in Europe are "international schools."[53] The student body of these schools is multi-national. The International Schools Foundation lists nine such institutions in Western Europe.[54] The combined enrollment of these was 4,490 students of whom 2,666 were Americans. There are other schools of this type not included in this survey because they are based upon other nationalities, the English School of Paris or the Chateaubriand School in Rome,[55] or because they are not incorporated on a non-profit basis and thus qualified for the services of foundations, Miss Barry's American School in Florence.[56]

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[53] Information in this and the following five paragraphs comes mainly from:
John J. Brooks, The Overseas School in Asia, Africa, Europe, tentative draft of a manuscript for the International Schools Foundation, 147 East 50th Street, New York 22, N.Y., 1960;
International Schools Around the World: New Links in Understanding and Cooperation, prepared and published by the International Schools Foundation, 147 East 50th Street, New York 22, N.Y., Geneva, September 1957;
Guide to International Schools - Europe, Asia, and Africa, prepared by the International Schools Foundation, 147 East 50th Street, New York 22, N.Y.

[54] This does not include the European School which is connected with the facilities of the European Coal and Steel Community in Luxemburg and has only six American students.

[55] The Handbook of Private Schools: 1959, Porter Sargent, Boston, 1959, p. 722, p. 735.

[56] "Schools in Florence of Possible Interest to Americans," mimeographed sheet obtained from the American Consulate, Florence, Italy.

Also there are some schools that have just been started such as the American School of Rotterdam[57] and the College Leman.[58] Appendix I gives an outline of the educational choices available to Americans in Europe and makes an effort to list the schools open to Americans as could be ascertained from about sixty-five responses to letters, from pamphlets and from general sources such as Private Schools 1959.[59] Determining the total number of American students in schools that could loosely be called international is nearly impossible. In Western Europe, excluding England, a very rough guess would be around 4,000.[60]

The concept of international schools is difficult to define precisely. Most stress day pupils drawn from a specific area. All try to keep tuitions

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[57] The American School in Rotterdam, catalogue available from: US Consulate General, Rotterdam, The Netherlands.

[58] "Schools in Switzerland," Weekly Tribune, Geneva September 23, 1960, p. 4;

[59] For specific sources see bibliography for Appendix I.

[60] This is my own estimate. Its basis, if you will, is Appendix I.

low, usually between 200 and 600 dollars. Those that take boarders usually charge around 1,200 dollars. The International Schools Foundation is the meeting point for many of these schools. It gives the following purposes or "roles" as characteristic of the international schools: They serve as badly needed education facilities for the children of national groups living outside their home nation. They serve, frequently, as factors of morale building in these groups, they serve as demonstration centers of various national education procedures, often for American educational practices, they potentially serve as research centers for international education and, above all, they serve as centers for developing a group of young Americans who have "international friendships," language skills and "intercultural understandings."[61] This is essentially an American viewpoint. Presumably, an English or French point of view on the international schools to which they are closest would parallel the above roles.

The internation schools have many types of names. With many called American Schools or English Schools, and one even the American International School, the situation becomes confused. The fact is that all have, in some degree, a multinational student body. And,

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[61] Brooks, op. cit., pp. 9-13.

although custom has given them the title of international schools, none have gone beyond the multi-national stage. One of two general patterns is used. The schools dominated by one nationality base their curriculum upon that nation's pattern. The American International School - Vienna (enr. 243, Am. 187) aspires to be "a demonstration center for the best in American educational methods and practices" and plans its high school curriculum in accordance with American college entrance requirements. It adds to all classes as much interchange between nationalities within the school and between the surrounding Austrian environment as possible.[62] The American School in Paris,[63] Miss Barry's American School in Florence, the American Community Schools in Athens, the International School in Brussels, the Overseas School in Rome, the Pinewood School and Thessaloniki International High School in Salonika, the English School in Paris, and the Chateaubriand School in Rome are further examples in which a multi-national group studies under the national curriculum of the dominant group.

The other general pattern involves one school offering several different national curriculums. An

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[62] American International School - Vienna, Austria, Baunerfeldgasse 40, Vienna XIX, Austria, 1959, p.2, 10.

[63] Often referred to as the American Community School in Paris.

example of this type is the International School of Geneva which divides the student body into two sides, French and English. The English side is divided further into two groups, one pointing towards the Cambridge General Certificate Examination and the other pointing to the American College Board Entrance Examinations. Thus one school uses and runs three different national curriculums. Other examples of this type of school are Bernadotteskolen den Internationale Skole i Danmark (Danish and English), Stritching Internation School - The Hague (American, French, German), SHAPE International School (American, English, French), and the College Leman (American, English, French).

A great many groups take an interest in these international schools. Many businessmen, working with their families abroad, look to the international schools as a means of keeping their children up with contemporaries at home. The same is true for families in the diplomatic corps and technical missions. Therefore, both American business in Europe and the Embassies and Consulates throughout Europe keep a close watch on the local international schools. Very often, when a city develops a large enough international group men from these organizations will be the leaders in the founding of an international school. Mothers have a keen interest in the international schools and many have their own

Parent-Teacher Associations. These often help give a school stability for both teacher and student turnover can be high. There are several foundations that take an interest in the international schools. The International Schools Foundation is the one most specifically concerned with these schools. But it appears to have a small income that precludes financial backing of the schools. The New World Foundation has helped financially with international schools. The Foundation for the Advancement of World Education, Science and Art is another that can give aid. Further there are three associations dealing with international schools: The Inter-American Schools Service, the Conference of Internationally Minded Schools (C.F.S.), and the International Schools Association.[64]

The idea of international schools includes an international idealism. Perhaps this attitude can be seen in the following page by the International Schools Foundation:

INTERNATIONAL SCHOOLS

A Starting Point	Where children of many races and backgrounds can work together.
A Meeting Point	Where children and parents from all parts of the world can get to know and understand one another.

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[64] See: International Schools Around the World op. cit., p. 30.

A Growing Point — Where children can become citizens who face the world community with maturity.[65]

The preceding parts of this pamphlet, when bringing out the international drives within the international schools, were limited mainly to describing extra-curricular activities. The most said about the curriculum was that language skills were stressed. The heart of a school lies in its curriculum, the abstraction of the human state that it presents to the pupil. When this is looked at the "internationalism" of the schools becomes more difficult to define.

National or International?

> You, for instance, mon cher compatriote, stop and think of what your sign would be. You are silent? Well, you'll tell me later on. I know mine in any case: a double face, a charming Janus, and above it the motto of the house: "Don't rely on it." On my cards: "Jean-Baptiste Clamence, play actor." Why, shortly after the evening I told you about, I discovered something. When I would leave a blind man on the sidewalk to which I had conveyed him, I used to tip my hat to him. Obviously the hat tipping wasn't intended for him, since he wouldn't see it. To whom was it addressed? To the public.[66]

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[65] Ibid., p. 42.

[66] Albert Camus, The Fall, Justin O'Brien, trans., Alfred A. Knopf, New York, 19 , p. 47.

International schools face a difficult problem in developing an international curriculum. There are strong influences towards a nationally based curriculum. The Power of nationally based college entrance requirements is the most important. There is also a desire among parents to have their children receive the same experience as their contemporaries in the United States or France. There is a split personality among many educators and parents. Both often wish to be the best examples of American traditions while, at the same time, they wish to be international, cosmopolitan and receptive to new possibilities.[67] Essentially the international schools represent one of the more recent monuments to the absolute sovergnity of the national idea.

> The majority of students in an international school are enrolled because of the sheer necessity of obtaining an education in a foreign country, yet one that is suited to their needs. In this respect, difficulties of language are not the only factors that render the local schools inadequate. Curriculum and subject treatment differ from country to country so that the examination or pre-requisites for university or college dictate to a great extent what it is

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[67] For instance, see: "Philosophy of Education," The American International School, op. cit., p. 2.

> necessary for the pupil to study, for what periods of time, and to what depth.[68]

Such is the national foundation of the international schools. It creates a fundamental problem in respect to national education patterns which must be examined in some depth.

Basically the situation in the international schools is this: extra-curricular activities are multi-national; curriculum is nationalized. Out of class the student is advised that it is wonderful he is able to mix with peoples of other nations and able to develop true international understanding. Intellectually he is advised that he should never forget that he is American or French; and, if he does not study the subjects required of the educated in his nation, he will be at a severe disadvantage in comparison with his national contemporaries who, for want of any alternative, dutifully imbibed in what that Nation defines as education.

This contradictory tug and pull between national education requirements and the desire to advance international understanding can be solved with the determination of the position of an individual student in respect to each. What is international friendship

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[68] International Schools Around The World, op. cit. p. 12.

or understanding from the point of view of the student? Billy is told he is American, Pierre is called French; and both are told to play together and to learn that international friendship is pleasant and possible. Perhaps, Billy and Pierre will discover that international friendship or understanding is not a good way to describe their relationship. Billy will realize that, if he thinks of himself as American all of the time, there will be many things he finds distasteful in French Pierre. but, he accepts the fact that before he is American, he is human; and, before Pierre is French, he too, is human. At this point of understanding the national barriers between the two are subverted and purely personal friendship or dislike is fully possible. The question, thus, is not one of international friendship or understanding. It is one of sufficiently freeing each from subservience to an independent, separate Nationality in order to enable each to view the other as a contemporary human being with whom human relationships and understandings can be developed.

This example does not apply directly to educational content; but it is instructive of a larger problem that faces the international schools and the national patterns of education they use. We live in an age when administrative requirements or relationships are substituted for the human relationship. This is essentially

what has happened in secondary education. The human process of education, of development of comprehension of the human state and of judgment, has been displaced by an abstract administrative ritual. The essential concern has ceased to be the student and his world; but has become an abstracted body of knowledge to which the student is asked to conform.

Why is it that some of the international schools have multiple curriculums varying according to nationality? It can be argued that the valid and relevant abstraction of the human state is different for an American, English and French student. While the language diversity divides between the American and French students, the justification for division between American and English students is less easy to make. This is especially true when the level of content presently dealt in is taken into account. Most of this content is on a purely tautological level of the basic facts and skills of various disciplines. It appears to be that at least a large part of the curriculum is oriented not to the education of the student, per se; but to the administrative process of entering college by performing in a body of material that is arbitrarily defined as secondary education.

The literature of international schools is

quick to point out that: We prepare students for the College Board Entrance Examinations. Those that do not have a small group of Americans attending. Secondary education for Americans in Europe centers around a body of material defined by the college entrance system. The process of secondary education becomes oriented to "achievement" rather than judgment or comprehension. In the last chapter it was pointed out that possibly the national pattern of education prevented innovation in the curriculum. Now we have found in the international schools a definite drive to conformity of curriculum to college entrance requirements. The question of an international curriculum for international schools, of bicultural education or of any effort to innovate in the curriculum must justify itself with respect to these college entrance requirements.

The Structure of Achievement

> And so gradually individual concrete life is extinguished, in order that the abstract life of the whole may prolong its sorry existence, and the State remains eternally alien to its citizens because nowhere does feeling discover it. Compelled to disburden itself of the diversity of its citizens by means of classification, and to receive humanity only at second hand, by representation, the governing section finally loses sight of it completely, confounding it with a mere patchwork of the intellect;..[69]

[69] J. C. Friedrich von Schiller, On The Esthetic Education of Man, Reginald Snell, trans., Yale University Press, New Haven, 1954, p. 41.

In American college entrance requirements the most generalized, supposedly objective facet is the College Board Entrance Examinations. These claim to measure the aptitude for further education and the achievement in past education of the student. France and England have tests of similar import: The Baccalaureat Francaise and the Cambridge General Certificate Examination. What is it that constitutes good judgment and a mind that can independently assume relationships with the outside world?

> Today's achievement tests include questions aimed at measuring a student's understanding of the important concepts and principles in the subject. There are also questions requiring a student to interpret or analyze critically certain passages or material given him, and to solve novel problems. Such questions tap one of the most important skills that result from good learning and good teaching: the ability of the student to apply the knowledge and concepts he has learned in a course to the solution of a problem that is new and different to him.[70]

Here we can see that the Educational Testing Service finds one of the most important results of good learning and good teaching to be the qualities brought to perfection in their graphite scanning, grading

[70] Henry Chauncey, "Educational Testing Service: Report of the President: 1958-1959," Annual Report 1958-1959, Educational Testing Service, Princeton, 1959, p. 44.

machines, a well designed, well programmed electronic computer. These qualities are the ability to learn a process of solution to a type of problem and then to be able to see, on a given problem, that it is called for in the solution and to carry that solution through quickly and accurately. Such tests do not measure the achievement of an educated man but simply the working capacities of a well programmed machine. The central power of a man with good judgment and an independent mind is to recognize, from amidst all the unrelated data with which he comes in contact daily, the existence of a problem and the value of the potential solution of that problem. Without the development of these qualities the educated of a society will have no sophistication in choosing that to which they dedicate their efforts; and from those efforts will arise a mass of pseudo scholarly study that is built on undefined or imaginary problems that lead nowhere, lacking relationship to the world of man.

The entrance process is mainly an arbitrary set of requirements against which the performance of the student can be compared with that of others in order to facilitate the physical expediency of weeding out those students for whom there is not enough room in the higher institutions of education. But it has no

direct relation to the actual level of development of comprehension of the human state, of development of judgment or of development of an independent mind. Comprehension, judgment and independence of mind depend on one's ability to assess the need or wish to make a choice. The central factor is mobility of mind toward isolating the problems that need solution. Solutions only follow from the definition of the problem.

Achievement oriented education works against this end, for any type of supposedly objective measurement requires that an outside mind postulate the Problem and the Solution and to assume the right to judge on these terms. From the point of view of the student, this situation is not objective; but is the subjective imposition of a problem by another's mind to which he has no right and no hope of reply except the far distant possibility that he may prove his arbitrary judges to have been wrong by the unquestioned applicability of his mind and its thoughts to the world of man. The degree of education of a human will not be demonstrated by anything but history.

Essentially the secondary student at the international schools is fed with a body of material which he is asked to absorb and on the basis of which he is to submit himself to judgment. He is not asked

to exercise his judgment because in order to present him with a situation in which achievement can be measured it is necessary to limit his choice of problems and to hitch his judgment to revealed solutions to these problems. But as long as secondary education remains on these arbitrarily defined, tautological levels the student's judgment is left basically untouched. He cannot think about this content and his life for his relationship to it is already defined by the process of achievement.

Achievement oriented education is doing the opposite of alleviating alienation. Skill development is meaningful only in the context of a problem. The schools are asking the student to study the skills of Biology or History before trying to present any of the problems or sources of significance to which these skills relate. The result is alienating for the student is forced into a situation of doing that calls for no thought about what is being done. The whole is given to him and justified not on the basis of its own merit to him but as a necessary prerequisite to attending college. The student is presented an abstraction of some of the basic skills effective in relation to the human state. He is further told how to view these, what to absorb of them and how to use them. He is asked

for no personal commitment to them for the sake of a problem to which these skills pertain. Rather he is asked to respond to them on the basis that they, in a group, along with the aptitude of his mind, form the treasured skill of entering college. This administrative characteristic that these skills are given contorts their meaning to the student and confuses his relationship to them. Essentially the skills dealt with are treated not as chosen, developed characteristics but as quantities arbitrarily right for their own sake. They are treated as a dogmatic cultural factor that stand independent of personal choice. Rather than setting the judgment of the student free they are asking him to set himself subservient to a body of ideas defined by an outside mind and given an institutionalized value abstracted from their actual purpose.

The Problem of Reform

> If you reform one thing you must reform everything.[71]

At the end of the last chapter it was stated that bi-cultural education was designed to combat the type of alienation outlined above. Bi-cultural content operates on two levels:

[71] Prof. I. O. Wade, European Languages and Literatures 307: From Humanism to Existentialism, lecture, April 10, 1961, Princeton University

languages and parallel penetration into the development and nature of American and European civilization and the world of scientific thought.

The entire repertory of intellectual skills of men are chosen, developed relationships. None of them exist in their own right, independent of men. This is the essential point at which education should drive, for it is this process of chosen development that centers upon human judgment and is the very nature of Man, the being which is continually becoming something by choice. If men are going to be able to rationally choose in terms of the possibilities and needs of their time, it is necessary that they have a clear personal concept of those possibilities and needs.

The bi-cultural curriculum involves broad exposure to the world in which the student lives. The student should be confronted with three questions: How did the development of these cultures occur? What is (or was) their basic nature? and What is his relationship to this development and nature? In order to answer these questions the student needs to do more than apply learned concepts to revealed and defined problems. Each one of these questions is of such a nature that the student can answer them only by picking, defining and developing the problems that he finds existent in what

he is studying. The subject matter is structured in such a manner that the student traces and experiences the development of a once actual situation. The stress on source reading was stipulated so that the student could experience the thoughts of another man in his choosing, defining and working out of a problem; and with such a stress the student is able to accept or reject the problem as irrelevant or relevant, valid or invalid, to the final question: his relationship to the cultural development and nature.

This is quite different from the present process of instruction in revealed facts and processes concerning revealed and defined problems. It does not alienate the student from his judgment for it asks basically that the student excercise his judgment. Nor does it alienate from his personality by the imposition of nationality or other such abstract characteristic. The essential idea towards which it points is that the human is nothing more than the life he lives, that no characteristics can descend upon him from the outside, that he is absolutely responsible for everything in which he partakes and that he cannot loose that responsibility in any abstract idea that stands by itself, makes decisions for him and assumes his personal responsibility.

This is an extremely hard type of education for it demands that the student launch himself into humanity with no aid besides the mind he has himself chosen to develop. The school will provide him with the powers of communication and present him with the best abstraction of the human state it can command and dare him to know it. If he lacks courage he will spend the remainder of his life in self-chosen ignorance. If he possesses courage he will have the opportunity to fashion himself into a poignant human, prepared to take on his own life, to use it for ends for which he takes full personal responsibility.

But there is a compelling reason for this form of education. In the multiple curriculums of some international schools lies a clue to a discovery about the structure of present day education. It is common belief that the student should be the focus of education. Two boys, contemporary in every aspect except the stamp upon their passports, are advised to learn to enjoy each other's company; but not to expect similar educational opportunities, goals or standards, for one is English, the other is American, It is obvious that the student, as a human individual, is not the focus of national education patterns. Instead these national patterns are, by the brute force of control

over administration, forcing the students to conform to arbitrary molds. Is there not in this situation an example of the problems of alienation, social stagnation and foreign relations?

First, the national education requirements force their limits upon the student and prevent him from freely thinking about the world in which he lives but force him to adopt its ideas about this world. Second, the national patterns encompass the schools and, if the faculty is going to prepare their students for institutions within that national pattern, they must accept the terms of that pattern even if they feel the student could be taken further in a different manner.[72] The faculty and the students are given neither the opportunity to try nor to prove a different way of doing things. Lastly, the national patterns force an artificial division between the students. Billy and Pierre do not find each other complete contemporaries for when the class bell rings they must each, separately, march off and recite different lessons, not because they are necessarily different intellectually, but because their

[72] "My reply to the third paragraph of your letter is, yes, the college board exams are, although of a good standard and assisting us in maintaining a good level of education, a frustrating element under the circumstances prevailing over here, because - 1. they prevent us from broadening our curriculum in accordance with European customs and traditions, and 2. they tend to cut off our American students from the rest of the school community, because their entrance training is demanding special and separate classes." Letter received from Dr. J.G. van der Valk, Rector, International School, Parkweg 19, The Hague, The Netherlands.

nations dictate different standards of the educated.

No matter how well they perform on the skill issue of getting students into colleges, the international schools have a wholly invalid curriculum structure with respect to the issues of alienation, social stagnation and foreign relations. The present curriculum structure creates these problems on a school scale rather than alleviating them with a curriculum designed for that purpose. This point carries back to the American School in Switzerland and the USAREUR Schools. Their structure is also nationalized and a vehicle which imposes limits upon the student, creates the same expedient limits on effort for the schools, their faculties and students, and implants a national characteristic upon the mind of a human being. It is not possible simply to recommend that all these schools develop from within a new program that does not have structured within it the imposition of those very problems found most dangerous in the world today. That would be unfair to these schools, for we have seen that this invalid structure is tied to education in the United States. We should try to discover the dynamic that has implanted the deleterious effects of these issues in the midst of the institutions whose purpose it is to combat them.

CHAPTER FIVE

CONCLUSION

ADMINISTRATIVE EDUCATION

> With independence of thought thrown overboard, we have, as was inevitable, lost our faith in truth. Our spiritual life is disorganized, for the over-organization of our external environment leads to the organization of our absence of thought.
>
> Not only in the intellectual sphere, but in the moral also, the relation between the individual and the community has been upset. With the surrender of his own personal opinion the modern man surrenders also his personal moral judgment. In order that he may find good what the mass declares to be such, whether in word or deed, and may condemn what it declares to be bad, he suppresses the scruples which stir in him. He does not allow them to find utterance either with others or with himself. There are no stumbling-blocks which his feelings of unity with the herd does not enable him to surmount, and thus he loses his judgment in that of the mass, and his own morality in theirs.
>
> Above all, he is thus made capable of excusing everything that is meaningless, cruel, unjust, or bad in the behavior of his nation. Unconsciously, to themselves, the majority of the members of our barbarian civilized states give less and less time to reflection as moral personalities, so that they may not be continually coming into inner conflict with their fellows as a body and continually having to get over things which they feel to be wrong.[73]

This essay began with some general thoughts

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[73] Albert Schweitzer, The Philosophy of Civilization C. T. Campion trans., MacMillan Paperbacks, New York 1960, p. 19.

about the human state of the student of today. It was observed that education was part of this human condition. Three types of secondary education were then examined in relation to the perspective on the education of a student. With the first we concluded that the issue of skill was adequately met; but that the other issues, alienation, social stagnation and foreign relations, were missed owing to an overly fundamental approach to the subjects of the liberal arts. With the second system, the American School in Switzerland, we pointed out that the same situation existed. A new program was outlined to remedy the problem. But, then, it was discovered that national education patterns stood, perhaps, in the way of such an innovation. We moved on to the third group of schools, the international schools and found that there were national patterns of secondary education that "dictate to a great extent what it is necessary for the pupil to study, for what periods of time, and to what depth."[74] Close examination of these requirements found that they pertained to the administration of the various national systems of education, and that they had no direct relation to the question of whether the student was actually educated. These requirements consisted of a body of knowledge to which the student was asked to conform in

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[74] See p. 90

order to gain entrance in college. This set up a problem of alienation, social stagnation and foreign relations.

Education not only develops comprehension of the human state, but exists as a part of the human state. The situation in these international schools with multiple curriculums may be instructive about the general dynamics of the issues of alienation, social stagnation and international relations, for on a small scale it is permeated with these general issues. Can the dynamics at work be discovered? Are there capable of generalization into instructive examples of the general case in these issues?

Alienation

> "Out with it, Tarrou! What on earth prompted you to take a hand in this?"
> "I don't know. My code of morals, perhaps."
> "Your code of morals? What code?"
> "Comprehension." 75

Alienation is the imposition of a false culture that supposedly exists in its own right, independent of people, as a fact to which people must conform. It is an imperfect generalization of human potential that, when imposed upon an individual, cuts off and prevents some of the relationships in which he

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75 Albert Camus, The Plague, Gilbert, trans., Alfred A. Knopf, New York, 1960

may partake. The false, independent culture alienates by preventing the individual from thinking out and living his own relationship to the world. It forces him to live its life rather than his own life. The contrasts existing in the multiple curriculum international schools show this to be the situation with national curriculums in relation to the education of the student. By virtue only of his nationality each student is assigned a separate set of limits for intellectual aspiration. The case, although less apparent, is the same in the USAREUR High Schools and the American School in Switzerland. The students, while supposedly developing their comprehension of the human state, are actually partaking in a body of knowledge arbitrarily defined by others. The judgment of each student is harnessed not to his understanding of the material but to the limits of judgment permitted by the faculty, the Educational Testing Service and college entrance requirements.

On one hand there is the potentially independent mind of the student which should be able to gain a personal comprehension of the human state in light of which he can exercise his judgment. On the other hand there are the national education requirements which reach across oceans and boarders, search out the students they claim and dictate those ideas the student must adopt as

his own. These are nearly inescapable, before going to college he shall have to measure up to their judgment.[76] The student must live within them.

This duality between the independent mind of the student and the arbitrary education requirements can be traced back to a duality in the nature of Man. On the one hand Man is mentally independent. Man can only think creatively from within. Thought cannot exist without the individual mind to give it genisis. But the individual mind is tied, irrevocably, to the body which can exist only interdependently. Physically, the human being is inalterably interdependent. There must be two to give genisis to the physical existence of an independent mind. This duality was touched upon in the "Introduction" where it was found that the student was faced with individual and with social issues. This duality between the independence of mind and the interdependence of body creates a dilemma that can be slipped only by the existence of communication.

Communication enables the directing individual

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[76] Some American students abroad do go to European schools and later successfully, often more successfully than students studying in the American tradition enter and perform well in American colleges. This does not damage the point I am making. On the contrary it is just one more factor showing that the educational nexus surrounding the college entrance requirements and the Educational Testing Service is an arbitrary, pseudo-objective set of requirements that do not necessarily have educative value.

mind to set up relationships with other minds that enable them to order their physical interdependencies. In doing so the mind must give up some of its independence in order to permit the physical interdependence. Thus the duality is bridged and overcome.

Unfortunately, communication is imperfect. From these imperfections alienation arises. There are two parallel paths by which communication becomes imperfect. First, certain relationships can become dogmatized and set upon a pedestal as the Reality, the best of all possible interdependencies. The other breakdown is very similar, the refusal to accord a newly discovered relationship recognition not because it fails to bridge the physical interdependency successfully, but because it is new and different. The former of these breakdowns is called dogmatism and the latter is narrow mindedness. The two together can set up limits on experience for individuals that do not derive from the natural range of choice before that individual but from the arbitrary imposition of these mental limits of others.

The problem of alienation, put in these terms, is nothing new to the history of Man. But this is no reason to ignore it. In the international schools we have seen the artificial division of the student body done in reference to largely dogmatic college entrance requirements. Entrance requirements of some sort are

necessary, for there are more aspirants than places. But the requirements could be made less alienating by recognizing them to a necessary interdependency that can only be bridged by communication. This would call for more give and take between the student and the college to which he was applying. The situation presently calls for little commitment on the part of either student or institution. A large part of the college entrance process is abstracted away from the relationship between the student and the university. This relationship is supposedly based on education; but presently is dominated by administration which results in the domination of secondary education by objective, tautological, content so that the student's achievement can be compared with that of another without having to bother with the irksome factor of individuality.

It is not the requirements, which could be ordered on the basis of a give and take of communication, that creates the process of alienation. Rather it is the generalization of these requirements to the point where they encompass national bases. A college or university must pick its student body. This is a physical interdependency that the individual mind must permit and seek to order by communication. But in the name of equality an absurd, hopeless quest for "objective" criteria

of judgment is in the process of being established in the United States. For the sake of a pseudo-objectivity there are being established generalized, but arbitrary, concepts of education to which everyone is forced to conform.

The result of this generalization, centering in the Educational Testing Service, is a means of comparing any student who took their test with any other who also took it. Here is the spread of alienation, the spread of ritualized culture. Here is the death of communication. A student is given a passage to read and a series of multiple choice questions concerning analysis of the passage. Communication and thought are struck down, the best answer has no meaning, it must be the best of the five revealed upon the page. A limit of five possible relationships have been imposed upon the individual. The Educational Testing Service forces several hundred thousand human beings to find only five possibilities in relation to a given paragraph. The complexity, multiplicity, poignancy of life and creation is struck down with the standard of "one out of five will do." For the sake of a false objectivity the possibility of personal communication between the student and his judge is removed by the de-humanization of the judge into a cleverly designed system of relentless diodes,

transistors and switching circuits.

Thus alienation consists of the imposition of administrative limits, that pretend to be objective, upon a situation, reducing the range of communication permitted, thus, cutting off certain relationships and dogmatizing others. The danger of social stagnation is built as more and more of humanity is encompassed by the contorting power of these limits.

Social Stagnation

> Nothing indicates more clearly the characteristics of the day than the fact that there are so few countries where an opposition exists. In almost all, a homogeneous mass weighs on public authority and crushes down annihilates every opposing group.77

More diversity of relationships and communication will be permitted if there are many sets of limiting requirements each encompassing a small number of people and established independently of each other than in the case of one set encompassing all. The situation will be more open to new discoveries and more manners of doing things can be attempted, for the entire whole will not be tied together with such rigidity.

In the "Introduction" we saw that the character

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77 Jose Ortega y Gasset, The Revolt of the Masses, anonymous trans., W. W. Norton and Co., New York, 1932, p. 77.

of the American society was being determined more and more upon the quality of individual lives lived by Americans. In the face of this a good many Americans are frantically trying to develop supposedly objective, "true" standards in which they can loose their personal responsibility. As more and more people devote their lives to the simple administration and creation of these absolutes there will be less and less opportunity for meaningful change. The whole will direct the parts forever excluding the possibility of a creative innovation that establishes a new, more meaningful, direction for the whole.

As strange as it may seem schools in Europe have been unable or unwilling to innovate in the curriculum even though the students are not living in the American environment, even when the student body is composed of contemporaries from many lands. Does this speak well for the flexibility of the American educational system? Is it not a signal that American educators are lost in a body of self-sufficient ideas whose limits they are unable to transcend?

The dynamic of social stagnation involves the adoption of a role by people alienated from their own personal judgment and responsibility. People become simply administrators of a set of ideas or traditions.

Their personal relationship to the world and their actions is negated and they act as administrative servants to the realization of the abstract idea here on earth. Fundamental thought in relation to particular time, place and situation becomes unnecessary. Has the USAREUR program been fundamentally thought through with the conclusion that American high school students, living for a time in Europe, would be wasting their time and development by studying any European History after the seventh grade but would certainly profit from two years of Homemaking and three of Arts and Crafts?

Another danger is that in our education we will evolve a central core of knowledge from which all the educated will partake uniformly up to the time of specialization.

> Of course a test which rewards those students who have learned some arbitrary selection of unimportant details is not a good test of quality of education. To qualify for this designation it must measure the degree to which a student has achieved command of the most important ideas and skills. It is not easy to reach agreement on what the most important ideas and skills are, but we cannot make good tests if we try to dodge the problem. And we should not mislead test users into thinking that we can.
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> Test builders obviously should not dominate the curriculum or dictate what teachers should teach. But someone must define common educational goals specifically enough to permit determination of the extent to which

> they are being reached. In this endeavor the test constructors can be essential allies of curriculum builders, school administrators and teachers, especially if they concentrate on measuring the student's command of essential knowledge.78

Can a society maintain itself, its direction, with an educational system based on filling the student with arbitrarily defined "essential knowledge?" The temporal dynamics of the situation are that the education of tomorrow's leaders takes place twenty to forty years before they become those leaders. Today there is faint knowledge of just what knowledge will then be needed. The essential knowledge cannot be defined specifically until the problems are defined. The society that neglects developing the judgment of its youths towards picking the problems to be solved in favor of training in special knowledge in the manner of solving known problems will be building a weak foundation for its future.

There is a value judgment to be made towards education and the society. Is the present generation of educators to be allowed to postulate the knowledge, The

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78 Robert L. Ebel, Vice President, Educational Testing Service, "What Kind of Tests for College Admission and Scholarship Programs?" Invitational conference on Testing Problems, Proceedings 1958, Educational Testing Service, Princeton, 1959, p. 94.

Ideas and The Skills that will constitute the limited body of knowledge in which the youth of today will be permitted to partake of in preparing to assume the mantle of leadership of tomorrow? Or is the present generation going to keep open the body of Knowledge, preventing standardization of education, by admitting that they do not know precisely what the valid and relevent skills, ideas and thoughts will be forty years hence.

Foreign Relations

> Civilization has had to await the beginning of the twentieth century, to see the astounding spectacle of how brutal, how stupid, and yet how aggressive is the man learned in one thing and fundamentally ignorant of all else.79

The situation is by now fairly obvious. To the extent that various nations arbitrarily define the valid and relevent ideas and skills in which their students may with safety partake there are intellectual barriers created between the peoples of various parts of the world.

Education, when it becomes oriented to achievement in specifics, develops a contradition. The fundamental lesson of the Scientific Method, of the Humanities,

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79 Jose Ortega y Gasset, Mission of the University op. cit., p. 61

and of the Social Sciences is that truth is sometimes approached, but it is not possessed or known. But achievement measurement requires the postulation of a relative truth in known materials which tends to become absolutized with the generalization of the limits. National character can be created in this fashion. The student is lead to believe that he is dealing in objective matters towards which he need not take personal responsibility.

The situation is not comforting in relation to the building of intellectual understanding across national borders. One can find on the highest level of education a building of intellectual contemporaneity where men with finely tuned minds can understand one another, having gone far enough beyond that critical level of pseudo-objectivity, reaching the edge of objectivity, creative truth. But most are dropped out before this level, while they are still caught up in a body of textbook ideas structured into a system that rewards conformity to arbitrary truth. These have not been asked to dare to know; recitation has been enough.

Every country has its educational drive. Each drive tries, to some extent, to develop that which the existing society needs. It is forgotten that these students will take part is a society that does not yet exist. Further the services rendered to a

society are given by individuals. The mind is individual; and it must be treated as such. Education deals in groups and there are certain factors that should be presented to the group. But this must be done in such a way that each student takes what he can and fashions it into part of his judgment. To the extent that a certain arbitrary group attitude is structured into education by administrative reward, the creation of national character is structured into education. To the extent that national character is thus built into education, we structure into the movement of time the problem of international relations.

Conclusion

> There is no hope for Europe unless its destiny is placed in the hands of men really "contemporaneous," men who feel palpitating beneath them the whole subsoil of history, who realize the present level of existence, and abhor every archaic and primitive attitude. We have need of history in its entirety, not to fall back into it, but to see if we can escape from it.[80]

The fact that the problems of alienation, social stagnation and foreign relations are, to an extent, created by the process of skill development in the international schools, the American School in Switzerland and the USAREUR Schools, and, we suspect, by

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[80] Ortega, The Revolt of the Masses, op. cit., p. 96.

secondary education in general, suggests that a new approach towards secondary education should perhaps be found. A possible alternative was touched upon in this essay. It is unproven in relation to experience. It would operate on two levels: a quite rigorous area of development of skill in language, which must be treated as established, common quantities; and an inquiry into the world in which we live structured around questions requiring a personal involvement and personal exercise of judgment, asking that the student dare to know his civilization and that he personally determine and pursue that which he finds important. Theoretically such an education would thrust the process onto the individual, making him the least common denominator, requiring the schools to be able to handle a much greater body of knowledge than is presently necessary with well defined areas of assigned content forming the curriculum.

This essay set out to examine the performance of secondary education for Americans in Europe in relation to certain ideas about education. This performance has not approached the ideal. Skill development appeared to be adequate in all cases given the system of which these schools were a part. If this system is accepted it was found that, because the curriculums were limited to very fundamental, tautological facts about the world in which we live, the schools accomplished

little in developing intellectual insight into the issues of alienation, social stagnation and international relations. But in the course of making these observations it was discovered that the creation of these issues is occurring, essentially because an administrative process imposed limits upon the system of education. The conclusion is that there should be a complete turnabout, a full 180 degrees, in the student-school relationship. Presently the student is help responsible for knowing the knowledge and the school for defining what he should learn.[81] But if the individual is to be made the focus of secondary education the student must be expected to define what he shall learn and the school must be held responsible for

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[81] An indication of how completely the American people have released their educational system from responsibility for the body of knowledge may be found in a note appearing in the New York Times Index of January 1-15, 1961. "Colleges: 'Aims and Curriculum;' Note: Material formerly indexed here is now indexed in "Miscellaneous Section"." While there has been no specific note advising Index users that the subsection under Education concerning Aims and Curriculum has been discontinued, an inspection of the five 1961 installments to date available (throught March 15, 1961) shows that either there has been no article on Aims and Curriculum in these two and one half months or that section too has been discontinued. Is there so little fit to print on the aims and curriculum of schools in this period of supposed interest in education? Or are most of us interested in the administrative ritual of what we have come to believe is education?

knowing and being able to present him with that knowledge.

Towards the beginning of this essay it was observed that the characteristics that education should aim to develop, skill, communication, sensitivity and awareness, pertained to the concept of Liberty. Liberty is an extremely optomistic view, postulating that Man, left free to develop himself, will, by his natural drive, make the choices that will maximize the assets and minimize the limitations of his existence. We found that secondary education has structured into it the creation of the problems of alienation, social stagnation and foreign relations. This occurres because secondary education has accepted limits for itself and its students. The precise effect of those limits is a reversal of the role of student and school. The student is viewed pessimistically: he must be held responsible for learning a certain fixed body of knowledge which the school must teach him. There is no faith in Man here. There is no Liberty. Now we can approach the basic significance that can be squeezed out of the secondary schools for Americans in Europe. This significance is the definition of a problem much more fundamental to our future.

Across the world the way of life of our time is administration. The man most valued is the one with technique. In business, government, advertising, engineering,

and even in many areas of science, scholarship and the arts technique reigns supreme. Secondary education in the United States is a prime example for teacher training has been reduced largely to a matter of technique. With this stress on technique, knowledge becomes treated as an administrative quantity, a necessity by virtue of its role in the system, to be doled out with little concern for its significance. But secondary education is one of the lesser examples of the domination of life by administrative necessity.

Many facets of our life are dominated by administrative expediency. In the United States we have a great many lives dedicated to administering the creation and continuation of Free Enterprise, Labor and Americanism; and in their words one often finds appalling willingness to twist reality to serve the needs of some abstract idea that drifts, anchorless, a sponge of all responsibility for those in its service.

On a world level the situation is worse. Here is the Nation in its many forms, the largest administrative entities men have created, to which they have presented the total control over their existence, no longer willing to assume the responsibility of making that fundamental choice: "To be or not to be." It is part of the nature of administrative entities to carry a choice, once it has

been made, to its fullest possible implementation, for administration is diabolically efficient. Nations, in their past interworkings, have shown a propensity to choose to risk the "not to be." And these national administrations are approaching the level of efficiency of technique with which these choices will be carried out with absurd effectiveness.

How, in this world in which the dynamic of administration can twist human hopes and ideals into absurdities of propaganda for abstract entities, can we fashion a humane process of choice that neither suppresses the individual, sets group against group nor desintegrates in stagnation? How do we fashion an administrative process that is impervious to its own expedient glorification and is permeated with a sense of humanity that doggedly asserts with its every act:

> I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. [82]

[82] William Faulkner, "Acceptance of the Nobel Prize," Stockholm, Sweden, December 10, 1950; Reprinted in: Lewis Copeland and Lawrence Lamm, eds., The World's Great Speeches, Second Edition, Dover Publications, New York, 1958

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APPENDIX I

In Florence one may chance to meet a widow, stretching a modest inheritance to three times the level it would provide in the United States, proudly building a taste for Old World culture in herself and her son. In Geneva a business man finds life little changed, the same pace - "flying to London tomorrow, Berlin Thursday, back to the family for the weekend." But the family finds it very different, some like it, others do not. In Le Havre an American diplomat, middle rank, finds most of the Americans there quick transients from boat to train; but as a diplomatic family they are accustomed to finding friends among their hosts and, perhaps, they are a large, close, family, welcoming the opportunity to be together without many social interruptions.

American families in Europe are of many kinds. Some are rising families preparing, with their growing diversity of talents, to stamp their mark upon tomorrow's field of greatness - the North Atlantic community. Others are dying families, drifting where the current is least resistant, floating with the remenants of Europe's day of high living now crushed by the rights and powers gained by the more common sort in the endurance of their sacrifices. Other families have pulled themselves apart with quarrels and are now trying to start anew, rebuilding the remenants' each separately. Some families move constantly, no deep

roots anyplace; but, like a willow, their roots spread wide, creating a family of towering stature, strong, with a suppleness that bodes regrowth after the severest of disasters. Others, by chance, have found nooks completely to their liking and plan to stay there for good.

The American in Europe would be an exciting field for the sociologist; but any such statistical treatment would be an injustice for each has his special hope or fear, like or dislike and more than anything, each is immersed in his own experience. Even in the international cities there are few tight little islands in which a face may be lost. Some will absorb themselves in nothingness by trying to be the perfect personal diplomat, atuning their every act to some vague composite within their mind. Others will have this done to them, their hosts holding up their acts as proof of some equally vague composite. But, if they stay long enough, the composites of both will be broken by some truly human act or feat.

Education is a factor in the lives of these families. It is part of their experience and the choices made towards education will be influenced by the rest of this experience. As we have seen in the main part of this essay there are a good many schools with many similarities to choose from. In the analysis many possibilities were left out because they are not possibilities designed for Americans in Europe. There are the "public" school systems

of the host nations. There are many private schools that were not touched upon. Some of these are parallel to the public systems, much as private schools are in the United States. Others are experiments or embody ideas not normally recognized a part of education. Of these the most noticable is the Ecole d'Humanite, the School of Mankind. It is a progressive educational community based on youths from all parts of the world. Americans are among its students. This and other private schools are a possibility for Americans in Europe. They shall not be listed here for there are a great number. Preliminary information about them can be found at the National Tourist Bureau, each country. The schools can fill in more detailed information on request.

The local public school systems are often used. The main problems with these involve language, length of stay and the availability of space. For the secondary level there is one further difficulty; almost all the European systems have a very rigid pattern of transition to secondary school. This essay concerned the American system and how it imposed limits. Generally the limits of the European systems are broader in that up to twelve subjects are taken each year. But the effect, in many ways, is even a more administration oriented education. Weeding out starts early and, according to performance on various tests, the student is channeled into this or that type of education. The American high school student

cannot always transfer latterally into this progression. The secondary schools are crowded and for an elite that has proven itself on standard tests of achievement in a closely defined body of material which most Americans will not have absorbed into their background.

But many make use of these schools, usually they have started at an early age, they are fluent, completely so, in the local language and they expect to remain in the local schools for a fairly long period. Most do not fit into this category and, for this reason, there is a tendency in any city to develop an international or Anglo-American school whenever the international community becomes large enough to support it.

The following chart tries to summarize the situation in some of the major European cities. The information is very tentative, over simplified and incomplete. The Americans in Europe are not amenable to summarization in blank figures. They have escaped the pallid classification of the Census. This chart is made with apologies. Each school listed, especially the international schools, are the creation of people involved with their problem. The unfortunate fact is that so much of this problem is not a question of education; but is a problem created by the contortion of education into administrative systems based upon the nation. The international families stand in an ambiguous position towards these systems. Some manage to

accomodate themselves to the local one. A few look to the occasional schools, such as the Ecole d'Humanite, that have disassociated themselves from any of the systems. But most bring their home system with them or search out that which is closest to it.

City	Approximate No. of Americans	Principal Schools Used	School Size	Curriculum
Amsterdam	600 adults 300 children	local Dutch Schools Quakerschool Beverweert The International School at The Hague	- app 115 See The Hague	Dutch - used by many bi-nationality families. CEEB
Antwerp	50 families 15-20 children	Lycée d'Anvers Collège Marie-José	? ?	French French
Bonn 1 5 1	app. 3000	American School on The Rhine (1-9) Army Dependents' High School at Frankfurt Air Force High School in Wiesbaden		See Chapter on Dependents' High Schools
Brussels	2000 app. 900 dependent children	Belgian public and private schools International School of Brussels	used mostly by younger Americans. 228 total 198 American	Good but divergent from US pattern American, pointing to CEEB.

City	Approximate No. of Americans	Principal Schools Used	School Size	Curriculum
Florence	app. 1500	Italian Public Schools Miss Barny's American School (1-12) There are also several special schools in art, music, etc.	— ? —	Italian CEEB
Frankfort	?	See [redacted] Chapter on Dependents' Schools		
Geneva 1 40 1	3500 about 700 school age children	Geneva Public Schools The International School of Geneva Collège Leman	A few use these 1180 on the English side new, app. 150	French language CEEB or CGCE CEEB or English or French section.
Göteborg	60-70 10 school age children	Public Schools The English School (1-5)	Small	Basic skills

City	Approximate No. of Americans	Principal Schools Used	School Size	Curriculum
The Hague	1200 450 School age Children	International School of The Hague (1-12)	194 Boys 211 Girls 25 Full-time faculty 22 Part time faculty	CEEB in English side with some special classes for students of English nationality. Also French and German sides.
		The American School (of Rotterdam?) (1-8)	?	American
Hamburg 1 — + — 1	2138, many are retired people	German Volkschule The Oberschule The International School	– 150 total 35 Americans	German German English
Lisbon	350	St. Columbus School St. Julian's School	–	Portuguese, French and English taught as foreign languages

City	Approximate No. of Americans	Principal Schools Used	School Size	Curriculum
Lyon	400 - most bi-national families	French Schools	-	French
Madrid	most are military personnel	Air Force School See Chapter on the Dependents' Schools		American
Marseille	57 adults 31 children 24 under 6 5 of dual nationality	French private or public schools		French
Milan	200 families	International School of Milan (K-12)	170	CEEB or CGCE
Munich	? but at least several thousand	Army Dependents' Schools		American
Naples	Several Thousand	Forrest Sherman School - Navy	-	American

City	Approximate No of Americans	Principal Schools Used	School Size	Curriculum
Oslo	1000	Norwegian Schools		Norwegian
		American School (1-10)	?	Air force American school
Paris	5,000 to 6,000 families excluding Armed Service	French Schools		
		American School of Paris (1-12)	320 Total 270 Americans	CEEB
		The English School of Paris	?	CGCE
Rome	10,000 4,000 are wives or children	Overseas School	461 total 316 Americans	CEEB
		Marymount Academy	- Girls	Branch of Marymount in N.Y.C.
		Parioli Day School	?	English and American
		Chateaubriand School	?	French
		Notre Dame International School for Boys.	?	American?
		Italian Public Schools		

City	Approximate No. of Americans	Principal Schools Used	School Size	Curriculum
Rotterdam	100 families many bi-national	American School of Rotterdam (1-8) International School of The Hague	20 See The Hague	American Hague
Salzburg	few	U.S. Army School at Berchtesgaden (Germ.) local Schools		
Venice	8 school age children	Italian Public Schools		Italian
Vienna	2,300	American International School (1-12) Austrian Schools	243 total 187 American —	CEEB - see section on International Schools. Austrian
Zurich	2,500 in consular district	Swiss Schools Inter-Community School (K-8) Leysin American High School	102 ?	English CEEB. This school has just been started.

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Sources already listed in the main Bibliography are not repeated here. Much of the background material received in the many helpful replies to my inquiries was a great help in the main part of this thesis. I am extremely grateful to those who took time from a busy schedual in order to supply me with information. As some of the men replying from American diplomatic posts did not wish their names to appear, the letters are listed here by location of the posts from which it was received. But the nature of the questions and responses were such that on no account should they be taken a official opinions of the United States Government.

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APPENDIX II

THE USAREUR HIGHSCHOOL CURRICULUM

PROGRAM OF STUDIES

	Ninth Grade	Units	[a] Tenth Grade	Units	[a] Eleventh Grade	Units	[a] Twelfth Grade	Units
Required	English I	1	English II	1	English III	1	English IV	1
	Elem Algebra or Gen Math	1	Physical Education	1/4	American History	1	American Government[b]	1/2
	Physical Education	1/4	First Aid	1/8	Physical Education	1/4	Physical Education	1/4
	Educational Planning	1/4	Personal Typing	1/4	Safety	1/4	Career Planning	1/4
Electives	French[c] I, II	1	French II, III	1	French III, IV	1	French V	1
	German[c] I, II	1	German II, III	1	German III, IV	1	German V	1
	Italian[c] I, II	1	Italian II, III	1	Italian III, IV	1		
			Latin I	1	Latin II	1	Latin III	1
	World Geography[d]	1/2-1	World History[d]	1/2-1	Chemistry	1	Physics	1
	General Science[d]	1/2-1	Biology	1	Intermediate Algebra	1	Advanced Mathematics	1/2
	Homemaking I[d]	1/2-1	Plane Geometry	1	Applied Science[e]	1/2-1	Trigonometry	1/2
	General Shop I[d]	1/2-1	Homemaking II	1	Homemaking III	1	Stenography II	1
	Art and Crafts I[d]	1/2-1	Typing I	1	Office Procedures	1	International Relations	1/2
	Music, Instrumental[e]	1/8-1	Bookkeeping I	1	Stenography I	1	Psychology	1/2
	Music, Vocal[e]	1/8-1	General Shop II[d]	1/2-1	General Shop III[d]	1/2-1	Economics	1/2
			Art and Crafts II[d]	1/2-1	Mechanical Drawing II	1		
			Mechanical Drawing I	1	Speech-Drama[d]	1/2-1		
			Library Practice	1	Creative Writing	1		
					Typing II	1		
					Yearbook	1/2		
					Journalism[d]	1/2-1		

a Any student may take any elective or required course listed for an earlier or later year when considered desirable by the counselor.
b Plus one additional half-year social science subject.
c Only the host country language may be elected in grade 9 except for students who will be returning within a year to a school where that language is not offered.
d Courses which may be taken with approval of the guidance counselor by students arriving from the States for the second semester without taking the first semester.
e May be taken each year for credit.

*OUTLINE GUIDE FOR THE STUDENT PLANNING HIS HIGH SCHOOL PROGRAM

		Grade 9	Grade 10	Grade 11	Grade 12
Required Subjects	All Students	English I Elem Algebra or Gen Math Physical Education Educational Planning	English II Personal Typing Physical Education First Aid	English III American History Physical Education Guidance	English IV American Government Physical Education Career Planning
Recommended Subjects and Special Courses	Arts	Music, Vocal a/o Instrument Art and Crafts I Foreign Language I	Music, Vocal a/o Instrument Art and Crafts II Foreign Language II	Music, Vocal a/o Instrument Speech-Drama Journalism	Music, Vocal a/o Instrument Creative Writing
	Aca-demic	Elementary Algebra Foreign Language I World History	Plane Geometry Foreign Language II Biology	Intermediate Algebra Foreign Language III Chemistry	Trigonometry-Advanced Math Physics Foreign Language IV
		(Students planning to enter a service academy should use "Academic" in choosing courses.)			
	Secre-tarial and Bus.	World Geography	Typing I Bookkeeping I	Typing II Stenography I Office Procedures	Creative Writing Stenography II
	Home-ma-king	General Science Art and Crafts or Music	Biology Art and Crafts or Music Homemaking I	Homemaking II Bookkeeping Chemistry	Homemaking III Office Procedures
	Pre-Engi-neer	Elementary Algebra Foreign Language I World History	Plane Geometry Foreign Language II Mechanical Drawing	Intermediate Algebra Chemistry Foreign Language III	Trigonometry-Advanced Math Physics
	Pre-Nur-sing	Elementary Algebra General Science	Biology Plane Geometry Homemaking I	Chemistry Homemaking II	Homemaking III Stenography I
	Mech-anics	General Science World Geography	General Shop I Bookkeeping I	General Shop II Mechanical Drawing I	General Shop III Applied Science Mechanical Drawing II
**Electives		Any of above	Any of the above or courses listed for grade 9	Any of the above or courses listed for grades 9 and 10 or Library Practice	Any of the above or courses listed for grades 9, 10, 11, or International Relations, Psychology, or Economics

*Major and minor requirements must be met as indicated under "Graduation" and "Program of Studies" earlier in the Student Handbook.
**More than four subjects may be elected when approved by the counselor or principal.

COURSE DESCRIPTIONS

ADVANCED MATHEMATICS - is introduction to analytical geometry and differential calculus. Elementary and intermediate algebra, geometry and trigonometry are prerequisites for this course.

ALGEBRA, Elementary - teaches the solution of mathematical problems through the algebraic method and includes the study of formulas, factoring, short method multiplication, fractions, powers, roots, common equations, etc. Required for most college admissions, but not required for high school graduation. Open to students with "C" in eighth grade mathematics or General Mathematics or who score above the fiftieth percentile on the Iowa Algebra Prognosis test. Elementary Algebra may be elected in grade 8 by students with an "A" mathematics record in grade 7.

ALGEBRA, Intermediate - is the necessary foundation for trigonometry, college mathematics, and high school physics and chemistry. Study of inequalities, as well as progressions, the binomial theorem, complex, permutations and combinations, and determinants. Students should continue into Intermediate Algebra only if they had average or better success in Elementary Algebra.

AMERICAN GOVERNMENT - is a one-semester course in the workings of our government. Emphasis is put on the processes by which laws are made and administered, and justice provided on the local, state, and national levels. All branches of the government are studied.

AMERICAN HISTORY - is a detailed study of the political, social and cultural aspects of American life from the discovery of America to present times.

APPLIED SCIENCE - is a laboratory course for eleventh and twelfth grade students who have had biology. It places emphasis upon the practical application of scientific principles, including material from chemistry, physics, meteorology, astronomy, earth science, etc. It is not designed for college preparation.

ART AND CRAFTS I AND II - includes the study of the various materials, tools and techniques in art and crafts; drawing, painting, clay work, layout and design, silk screen, print making, leather, jewelry, sculpture, book binding and other two and three dimensional work. Field trips are made about the local European environment to build first hand a working appreciation and history of art, architecture, and crafts forms. The most direct benefit of these classes is the developing of an individual creative expression.

BIOLOGY - is the study of plant and animal life, including anatomy, conservation, physiology, diseases, and laboratory work. It may be elected in the ninth grade by students who have an "A" in eigth grade science.

BOOKKEEPING I - is an introduction to the principles of bookkeeping for a single proprietor, a partnership, and a corporation, including a survey of some business techniques and systems. It is designed not only for students who expect to go into business fields, but also for those who expect to have relations with business, such as engineers, architects, pharmacists, lawyers, etc.

CAREER PLANNING - is the study of the basic factors essential to choosing, preparing for, obtaining, and progressing in a career. Job opportunities, educational, personal and professional requirements, methods of self analysis and of self improvement are considered. Attention is also given to the "career" of marriage and family life. Educational opportunities beyond high school are investigated. It is required of all seniors.

CHEMISTRY - includes the development of a working knowledge of scientific methods and laboratory techniques, the elements and the composition of matter. A strong mathematics background is recommended (including algebra). Important for those who will study nursing, medicine, pharmacy, and other scientific fields.

CREATIVE WRITING - provides practice in self-expression through writing of themes, short stories, plays, poetry, factual reports, journalistic stories, etc. Of value not only to those who would like to use writing as part of their profession, but also those who would like to be able to express themselves better in written form.

ECONOMICS - is a semester elective course dealing with the ways in which economic theory and practice affect our nation and community, as well as with the importance of economic understanding and proper economic habits in personal living.

EDUCATIONAL PLANNING - is designed to help each student select the high school course of study best suited to his interests and abilities. Topics studied include course requirements, the relationship of different courses to personal and vocational objectives and ways of getting the greatest value from high school.

ENGLISH I, II, III, IV - all emphasize the mechanics of English, such as grammar, spelling, punctuation, etc., practice in written composition, study of literature, speaking and listening skills, and use of the library. The emphasis varies from course to course according to the needs of particular classes but follows an overall curriculum guide for the four years. English is required of all students each year, except that speech-drama or creative writing may be, with counselor approval, substituted for English IV by students with a spr English record.

FRENCH I, II, III, IV, V - include a study of conversational French and French grammar, with discussions of French customs, history, and institutions. Students who have less than a strong "C" average in English are advised not to take French, and students must have a "C" or better in French I to take French II. French I may be elected by seventh grade students (in France) with an "A" English record, and by eighth grade students with an "A" or "B" English record.

GENERAL MATHEMATICS - is a review of the fundamentals of mathematics, including addition, subtraction, multiplication, division of whole numbers, fractions, decimal fractions, areas volumes, and square roots.

GENERAL SCIENCE - offers a wide variety of experiences in physical science. It covers such topics as weather, earth formations, electricity, nature study, astronomy, and simple chemical and physical applications of science to everyday life.

GENERAL SHOP I, II, III - are designed to give the student an introduction to all the trades crafts such as woodworking, metalworking, machine operation, electricity, electronics, and plastics. In the advanced courses the student tends to specialize more in a particular area.

GERMAN I, II, III, IV, V - include study of conversational German and German grammar, with discussion of German customs, history and institutions. Students who have less than a strong "C" average in English are advised not to take German, and students must have a "C" or better in German I to take German II. German I may be elected by seventh grade students (in Germany) with an "A" English record, and by eighth grade students with an "A" or "B" English record.

HOMEMAKING I, II, III - include the study of household needs, such as shelter, food, budgeting, clothing, family relationships, health, home management, etc. Basic background for all girls, especially good for those going into nursing and other related social service fields.

INTERNATIONAL RELATIONS - is a semester course which covers the different forms of national government, and the relations between nations, with emphasis upon the work of the United Nations.

ITALIAN I, II, III, IV - include study of conversational Italian and Italian grammar, with discussion of Italian customs, history and institutions. Students who have less than a strong "C" in English are advised not to take Italian, and students must have a "C" or better in Italian I to take Italian II. Italian I may be elected by seventh grade students (in Italy) with an "A" English record, and by eighth grade students with an "A" or "B" English record.

JOURNALISM - is designed to provide the student with essentials of good journalistic writing, layout and newspaper production techniques. Each class will plan and be responsible for the printing of the high school paper, reflecting the life of the school.

LABORATORY ASSISTANT (Chemistry, Physics, Biology)- Not more than one student per class period may be selected to work as an assistant to the teacher in the Chemistry, Physics, or Biology laboratory. In addition to gaining skills in handling of laboratory equipment, the student will be expected to work on special problems and projects under the teacher's supervision. The student selected for work in any particular laboratory must have successfully completed that course during a previous year with the exception of Physics. One quarter credit per semester may be earned in this manner.

LATIN I, II, III - is for students in grades 10, 11, and 12 of above average ability as an additional language beyond the host country language. Both the language and the customs of ancient Rome are studied.

LIBRARY PRACTICE - offers a variety of experiences in familiarizing students with library surroundings, purposes of libraries, proper use of books and book appreciation as well as an evaluation of acceptable habits and attitudes - both personal and work. Course carries one half unit of credit per semester and is offered to students in grades 10-12 who meet the requirements for admission.

MECHANICAL DRAWING I, II - develop the student's skill in visualization and provide training in sketching, use of drawing instruments, and production of accurate and attractive working drawings. This is of special assistance to students going into engineering, architecture, interior decorating or other areas related to mechanics of art. The course is open to both boys and girls and the first year includes extensive work in both mechanical and free-hand lettering.

MUSIC, INSTRUMENTAL - is for students who would like to learn to play a musical instrument or who already know how, and includes participation in the school band and other instrumental groups. Students have an opportunity to participate in school and community programs and the USAREUR Music Festivals. The course may be elected in successive years.

MUSIC, VOCAL - provides for students who are interested in singing to practice vocal music, participate in school and community programs, school operettas and assemblies, and the USAREUR Music Festivals. Study of basic music theory, music appreciation, music history, types and periods of music and observations of worthwhile musical performances are also provided. The course may be elected in successive years.

OFFICE PROCEDURE - is a survey course in office machines, such as calculators, adding machines, electric typewriters, mimeograph, spirit duplicators, etc., and includes the study of filing methods and office systems. Typing I is a prerequisite.

PHYSICAL EDUCATION - is required of all students (except those exempted by written statement from a medical officer after physical examination) each year. Principals may also, where gymnasium facilities are inadequate for the number of students to be handled, exempt certain students on the basis of a physical fitness examination. Students must not only take but pass the course. Standards in the course take into account varying levels of physical ability. Students are required to purchase a standard uniform and athletic shoes for the course. The course will normally meet twice weekly and will carry one-fourth unit per year regardless of the number of meetings. The course will follow a definite pattern of skills teaching, and will include a short period of calisthenics in each session. Students exempted from the course are not exempted from the credit requirement, but must earn an equivalent amount of credit in other courses.

PHYSICS - gives the student the opportunity to become acquainted with a working knowledge of the scientific method, and to develop an appreciation of the relationships which exist between matter and energy and its uses. Students should normally have intermediate algebra and chemistry prior to selecting physics, and take trigonometry concurrently, but counselors may make exceptions for students with above average academic records.

PLANE AND SOLID GEOMETRY - provides the basis for work in trigonometry. It demonstrates the nature and demonstration of proof through logical reasoning. It includes a study of the properties and measurements of triangles, polygons, circles, congruent and similar figures, areas, ratios and proportions. It also assists the student in acquiring concepts of space in applying the relations of figures in one plane to figures in more than one plane.

PSYCHOLOGY - is a semester course designed to fit the need of students who are already experiencing adulthood. Emphasis is placed upon an understanding of one's mental and emotional make-up and the relationship of the individual to the group.

REMEDIAL READING - is for students who reach high school without sufficient speed or comprehension in reading to enable them to do their other work satisfactorily. It carries no credit.

RUSSIAN I, II - is for students in grades 10, 11, and 12 of above average ability as a second foreign language. Both language and customs are studied, with emphasis upon speaking.

SPEECH-DRAMA - gives basic instruction in speech techniques and also offers students the opportunity to study plays, not only as literature, but also as acting media with emphasis on character portrayal, voice control, poise, handling one's self before an audience, problems of production and direction, development of power of expression, ability to think clearly and to correlate ideas. This class will be the core of school dramatic productions.

STENOGRAPHY I, II - give a complete study of the theory and technique of Gregg shorthand. A minimum writing speed of 60 standard words per minute for five minutes should be attained at the end of the first year. Typing I should be taken preceding Shorthand I or at the same time so that the student may be ready for transcription in the second year. Students who take Shorthand I should plan to take Shorthand II, and should have at least a strong "C" average in English with a good foundation in grammar. For juniors and seniors.

TRIGONOMETRY - is a study of the properties and measurements of triangles, functions of angles, ratio measures, and geometric equations. It uses arithmetic, algebra, and geometry, and is itself used in all later branches of mathematics in college. Elementary algebra, plane geometry, and intermediate algebra are prerequisites to this course. It is valuable to future surveyors, civil engineers, and architects.

TYPING I, II - are full year courses in the theory and practice of typing accurately and with speed. Included are such skills as centering and arrangement, business letter forms, tabulations, use of carbon paper, erasing, etc. Typing I is normally open only to students who intend to continue with Typing II or other business courses.

TYPING, PERSONAL - is a course in the use of the typewriter required of all students not electing Typing I or meeting the typing requirement through examination. Designed to teach the student how to type accurately and correctly for the purpose of personal use, but not as vocational training. The course normally meets twice weekly for a school year; where necessary it may be scheduled five times weekly for a semester but gives only one-fourth credit.

WORLD GEOGRAPHY - provides an opportunity for the students to acquire a more advanced understanding of the physical, political, and economic factors influencing the lives of the world's people, based upon earlier geographic study in elementary school.

WORLD HISTORY - is a study of the peoples, customs and countries of the world from the beginning of history to modern times. It may be elected in grade 9 by students with "A" or "B" in English and social studies in grade 8, and by other students in grades 10, 11, or 12.

YEARBOOK - is offered only in the first semester for one-half credit to the student of above-average abilities as shown in his previous records. Each student is a member of a publication staff gaining knowledge in general contemporary publication problems and possibilities as well as having the opportunity to work in a variety of creative expressions - design, writing, art and photography. The semester work is directed toward preparation of the individual school's yearbook.